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CATALOGUE *and* ANNOUNCEMENT *of*

THE WARD-BELMONT SCHOOL

FOR YOUNG WOMEN

THE UNION OF

BELMONT COLLEGE

Founded by
Miss Ida E. Hood and Miss Susan L. Heron in 1890
Twenty-eighth Year

AND

WARD SEMINARY

Founded by
William E. Ward, D.D., in 1865
Fifty-third Year

1917-1918

JANUARY, 1918
BELMONT HEIGHTS
NASHVILLE, TENNESSEE
U. S. A.

CALENDAR, 1917-1918

OPENING AND ORGANIZATION
September 19, 1917, 10 A.M.

THANKSGIVING DAY
November 29, 1917

CHRISTMAS VACATION
Approximately two weeks.

FOUNDERS' DAY
April 23, 1918

BACCALAUREATE SERMON
May 26, 1918

RECEPTION TO ALUMNAE AND GRADUATING CLASSES
May 29, 1918

CLASS DAY AND PARK EXERCISES
May 29, 1918

COMMENCEMENT DAY
May 30, 1918

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Special Student Chicago University

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Diploma from College Vinet, Lausanne

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French

College de Bagnares de Bigorre, Universite de Lille, Universite de la Sorbonne

LAURE MARIE SCHOENI

French

Ecole Secondaire, St. Imier, Switzerland; Special Student University of Missouri and University of Chicago

MARGARET ROBERSON HOLLINGSHEAD

German

B.S. and M.A. Vanderbilt University

JOHN CLARK JOHNSON

Spanish

B.A. University of Mississippi, Graduate Student University of Chicago

LILLIAN WATKINS

Grammar School

A.B. University of Nashville; Graduate Student Columbia University.

PAULINE SHERWOOD TOWNSEND

Director School of Expression

Graduate New England Conservatory and Postgraduate Boston School of Expression; Special Courses in New York, Chicago, and Boston

MARY FLETCHER COX

Expression

Graduate Boston School of Expression, Teachers' Diploma; Graduate Student Boston School of Expression.

EMMA I. SISSON

Director School of Physical Education

Graduate Sargent School of Physical Education and of Gilbert Normal School for Dancing

CATHERINE E. MORRISON

Physical Training, Athletics, Swimming

Diploma from Posse Gymnasium, Boston; Special Student Chaliff School, New York

LAURA M. HILL

Physical Training, Athletics, Swimming

B.S. George Peabody College for Teachers; Special Student Sargent School of Physical Education.

MARY HARRISON HERBRICK

Director School of Home Economics

Student at Boston Cooking School; at American School of Home Economics, Chicago; at Teachers' College, Columbia University

MARGARET KENNEDY LOWRY

Domestic Art

Special Student George Peabody College for Teachers

ALBERTA COOPER

Assistant in Domestic Science

Graduate Ward-Belmont; Special Student Columbia University

MRS. WILLIE FOSTER ACREE

Home Nursing—Red Cross Course

Graduate Nurse; Red Cross Nurse.

LAMIRA GOODWIN

Director School of Art

New York Art School and Columbia University; Pupil of Morriset, Paul Bartlett, and Richard Miller at the Colorossi, of Lucien Simon and Casteluchio at the Grande Chaumiere, and of Madame La Forge, Paris

LOUISE GORDON

Assistant in Art School

Special Student at Peabody College

SARAH McREYNOLDS GAUT

Metalry

Special Student in Columbia University

EDOUARD POTJES

Director School of Piano

Graduate Cologne Conservatory of Music; Pupil of Ferdinand Hiller and Franz Liszt; formerly Teacher of Piano, Conservatory of Music, Strassburg; recently Director Piano Department and Professor of Virtuoso Piano, Royal Conservatory of Music, Ghent, Belgium.

IDA STARK KOELKER

Piano

One year in Leipzig Conservatory; two years under Leopold Godowsky in Berlin; two years under Theodore Leschetizky in Vienna

ALICE KAVANAUGH LEFTWICH

Piano

Graduate Beethoven Conservatory, St. Louis; Pupil of Arthur Foote and B. J. Lang, Boston; three years in Paris with M. Moszkowski and Wager Swayne

EVA MASSEY

Piano

Graduate and Postgraduate Student of New England Conservatory; two years in Berlin with Raif and Barth; three years in Paris under Isadore Phillip

BUDA LOVE MAXWELL

Piano

Graduate New England Conservatory of Music under Madame Hopekirk and George Proctor; Pupil of Harold Bauer and Wager Swayne, Paris

ESTELLE ROY SCHMITZ

Piano

Pupil S. B. Mills and Joseffy, New York; Von Mickwitz, Chicago; Otto Nietzel and Steinhauer, Germany

AMELIE THRONE

Piano

Pupil of Mary Weber Farrar, Nashville; Maurice Aronson, Vienna; Josef Lhevinne, Berlin

FREDERICK ARTHUR HENKEL

Pipe Organ and Piano

Graduate Metropolitan College of Music; Student Cincinnati College of Music; Pupil of Steinbrecher, Andre, and Sterling

CHARLES CAMPBELL WASHBURN

Director School of Voice

Graduate and Teacher Cincinnati College of Music; Graduate Vanderbilt University; Special Student of Voice in Chicago

FLORENCE N. BOYER

Voice

Student of Music in Oberlin College; Pupil of Signor Vananni, Italy; Mesdames de Sales and Bossetti, Munich; Oscar Seagle and de Reszke, Paris

MARGUERITE PALMITER FORREST

Voice

Pupil of Francis Fisher Powers, New York; William Heinrich, Boston and Dresden, Germany; Maestro Giorgio Sulli, Florence

ELISE GRAZIANA

Voice

Pupil of Stockhausen and Fraulein Lina Beck in Julius Stockhausen's Gesangschule, Germany; Pupil of Signor Graziani, whom she assisted in his Berlin Studio

KENNETH D. ROSE

Violin

Pupil of McGibeny, Indianapolis; Arthur Hartmann, Paris; George Lehmann, Berlin; Souky, Prague; Formerly Teacher Metropolitan School of Music, Indianapolis, and Concert Master Indianapolis Symphony Orchestra.

BROWNE MARTIN

Theory, Harmony, Pedagogy, Ear Training, History

Graduate of Bucknell University School of Music; Student under Edwin Brill and Henry Lang, Philadelphia, also in Royal Conservatory, Leipzig; Pupil of Jadassohn, Schreck, Raillard, Hilf, Jockisch, Sitt, and Kretzschmar

MARY VENABLE BLYTHE

Practice Superintendence and Sight Playing

Diploma Montgomery Institute, now St. Mary's Hall, San Antonio; Harmony Lessons with Harry Redman, New England Conservatory

JENNIE TAYLOR MASSON
Stenography

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WARD-BELMONT SCHOOL

WARD-BELMONT makes no statement which she is not prepared to make real to the earnest, painstaking student. Her catalogues are published to give definite, trustworthy information, and they embody the same fine principles of sincerity, truth, and honor which she earnestly attempts to inculcate in her students.

HISTORICAL SKETCH

Ward-Belmont is a union of Ward Seminary and Belmont College. Ward Seminary was founded in 1865 by William E. Ward, D.D., and Belmont College was founded in 1890 by Misses Ida E. Hood and Susan L. Heron. In June, 1913, the two schools were united on the Belmont campus under the charter name, "The Ward-Belmont School." Ward-Belmont is not forgetful of her past; she honors her founders, she reveres the two parent schools, and points with pride to that long line of graduates and students who have gone out into life's service, and whose happy memories and genuine affection for the old schools now bind them to the new.

A record of long service in a national field constitutes the richest heritage and the real asset with which Ward-Belmont pursues her new and larger life.

NASHVILLE AND ITS ATTRACTIONS

Nashville has an enviable record as a historical, educational, and cultural center.

The chosen location of great universities, professional schools, colleges, and preparatory schools, Nashville has established a far-famed reputation as a center of learning. Ward Seminary and Belmont, through their long and honored careers, have contributed much toward winning for the city of Nashville her merited title of "The Athens of the South." These two schools, in coöperation with Vanderbilt University and George Peabody College for Teach-

ers, have given a distinct charm and atmosphere of culture which makes this city an ideal home for students.

On an imposing eminence the State Capitol stands, an interesting example of classic architecture. In its grounds is the tomb of President James K. Polk. Located at a central point in the Centennial Park is a facsimile of the Parthenon, true in every detail. On one of the many beautiful drives and car lines is Belle Meade, for many years a celebrated stock farm. Twelve miles from Nashville is the Hermitage, the home and burial place of Andrew Jackson, President, statesman, and warrior. Not far from the Ward-Belmont campus is the battlefield of Nashville, and near by stretches the scene of the battles of Franklin and Stones River. Within a few hours' ride are Lookout Mountain and Mammoth Cave. Nashville is within easy reach of all the historical points of Tennessee.

In addition to the cultural advantages offered by Nashville through its educational and historical interests, an opportunity is given by the city to hear many of the most famous artists, readers, and lecturers. Nashville thus affords the means for acquiring a most liberal culture.

THE CAMPUS

Ward-Belmont stands in the beautiful hilltop park formerly owned by Belmont College, and to both the grounds and buildings handsome additions have recently been made. The campus, containing thirty acres, is surrounded by one of the best residence sections of Nashville. Embowered in trees and shrubs which represent the artistic planting and cultivation of sixty years, this naturally picturesque park makes a campus of unusual beauty. It is sufficiently removed to give that quiet and seclusion which are conducive to studious habits; yet the railway station, the shopping districts, and the churches of all denominations in the city are easily accessible by car. The site is on the highest elevation in the Vanderbilt University and the Peabody College sections, and is within easy walking distance of either.

CLIMATE AND HEALTH

The bracing atmosphere and temperate climate of Middle Tennessee make Nashville an ideal location for school

work. Pupils from more northern States, as well as those from farther south, find here a school home unexcelled in physical advantages. The mild weather and the inviting campus encourage outdoor sports and games, which have contributed much toward maintaining the phenomenal health record of the school.

Ward-Belmont realizes just how much the health of its students depends on physical conditions, and safeguards their health in every possible way. The buildings are sanitary; the drinking water is filtered, sterilized, cooled, and is supplied in hygienic fountains throughout the buildings; a trained and experienced nurse has charge of a well-ordered infirmary. Though the school has been singularly free from communicable diseases and has never been visited by an epidemic of any kind, yet an isolation hospital is maintained as a guard against such an epidemic. A further precaution is the requirement that a certificate of good health be furnished by every resident student.

Ward-Belmont realizes that in order to reach the best mental as well as physical results, one must have good, nourishing food. Especial care is paid, therefore, to the meals and their preparation. The kitchen and bakery have the latest improvements in steam cooking, gas and electric appliances, and cold storage; the dining hall is commodious and attractive. The menus are supervised by a trained dietitian. A diet table under the supervision of this dietitian is maintained for those whose health requires it.

In addition to the physical safeguards and the abundant supply of wholesome, nutritious food, the regular habits and ordered life of the school, and physical culture scientifically adapted to the student's individual needs, are potent factors in promoting the excellent health record of Ward-Belmont.

BUILDINGS AND EQUIPMENT

The plan of the buildings is that of a quadrangle with one open side. On the north side of this square is the main building, consisting of the drawing rooms, the auditorium, the dining rooms and four dormitories; on the east, two other residence halls, Pembroke and Heron Hall; and on the south, the Academic Building. In addition to these there are three cottages—Heronholm, Leftwich Lodge, Rose

Cottage—several small buildings used for music practice and art crafts, the green-house, and at greater distance the isolation hospital and the heating plant. The buildings are handsome and commodious, and are models in their adaptation to school use. They are fitted with the most improved methods of sanitation, heating, lighting, ventilation, and fire escapes.

The Academic Building, in classic colonial arhitecture, was completed and equipped in 1914 at a cost of $150,000. In this building are the large, well-lighted classrooms, the library, the science laboratories, the expression and art studios, an assembly hall, and the administration offices. The library contains about six thousand volumes. Under the care of experienced attendants, it is open at practically all hours. With its well-chosen books of reference, with its reading tables supplied with standard magazines and daily papers, it is an inviting spot to the casual reader and the serious student. This building also contains a white tiled swimming pool, and a gymnasium well equipped with apparatus, showers, dressing rooms, and lockers.

Since the dormitories are entirely separate from the classrooms, they have a quiet, homelike atmosphere. The residence halls are all practically new, freshly furnished, and in their arrangements meet every demand of comfortable and refined home life. There are ample sanitary appointments and baths on every floor, while in Pembroke and Heron Halls, which are arranged in suites, there is a bath between the two rooms of each suite. Each room accommodates only two girls, and is furnished with a rug, bureau, table, chairs, single iron beds, and, with few exceptions, separate closets. All the rooms have outside exposure, with abundant sunlight and fresh air.

Interested parents are requested to visit Ward-Belmont, as only a personal inspection can give an adequate idea of the way in which the comforts of a well-ordered home have been combined with the essentials of a well-equipped school.

EDENWOLD

In addition to the main campus Ward-Belmont has a farm of about 600 acres in the beautiful blue grass region near Nashville. The farm, Edenwold, is ten miles from the

school, but is easily accessible by street car and train. The farm house—built over 100 years ago, but recently remodeled—will be used as a club house for Ward-Belmont girls. From the veranda of the old mansion there is a magnificent view of the surrounding country with its rolling acres of rich farm land and the wooded hills as a background in the distance. The farm faces the Cumberland River for about a mile.

Edenwold serves a double purpose; it is an ideal place for school outings, and furnishes products of the farm and dairy for the school table.

FACULTY

While Ward-Belmont has continual pride in her location, buildings, and equipment, yet she is ever conscious of the fact that the real strength of any school must lie in its teaching force. Ward-Belmont spares no expense in selecting her faculty, and in the various departments are men and women of the highest ideals who have been educated in standard colleges and universities of this country and abroad, and who have had successful experience in the classroom. In the literary work, in Music, Art, Expression, Home Economics, and in Physical Education, the same high standards are upheld. Ward-Belmont believes that true education is character building, and selects her faculty with this in mind. That the inspiration from personal touch between teacher and pupil may be kept constantly at the maximum, the school maintains the approximate ratio of one teacher to ten pupils. Ward-Belmont is characterized by cordial friendship and sympathetic interest in the attitude of the faculty toward the students in all the activities of the school.

HOME LIFE

The President and his family and many of the teachers live in the residence halls, and their presence as constant advisers and sympathetic friends contributes much to that spirit of comradeship and good cheer so evident in the school. Constant appeal is made for sincere coöperation on the part of every student in maintaining wholesome standards of school living on the principle that kindness and confidence are more efficacious than stringent rules.

The effect, therefore, is not one of repression, but of self-restraint, resulting in that character development which comes with a growing sense of obligation. Handsome parlors, attractive corridors, inviting rest rooms on every hall, and the unusual feature of a roof garden for recreation, all attest the care with which the home comforts and pleasures have been anticipated.

SOCIAL CLUBS

Ten clubs with a membership of thirty to fifty each are a pleasant feature of the social life of the school. Membership in the club is optional; every student has an opportunity to join. They meet formally once a week for social, literary or musical programs, and informally at other times for recreation. A spirit of loyalty in the clubs develops in the students the best qualities, mental and moral as well as social.

RELIGIOUS ACTIVITIES

The Christian homes all over the land are sources from which our students come. Though no sectarianism is lived or taught, every effort is made to stimulate and strengthen the impulse toward Christian life and service. Regular Bible courses form part of the curriculum, and there is an active Young Women's Christian Association in which the members of the faculty coöperate heartily with the students. The Association and the school jointly employ a trained and experienced secretary, who devotes her entire time to Y. W. C. A. work. The Sunday School conducted by members of the faculty, systematic Bible training and mission study, daily devotional exercises at chapel, and frequent visits by the pastors of the city, are among the agencies by which the school life is made wholesome and inspiring. The spirit of church loyalty is fostered by requiring each student to attend the church of her choice on Sunday morning.

DRESS AND HOUSEHOLD ARTICLES

Extravagance and extremes in dress are firmly discouraged. Every boarding pupil is required to have as the school uniform a plain tailored suit, either of dark blue or of black. This suit may be purchased before coming to

Nashville if a patron so desires. A sample of the shade of blue that is to be used will be furnished on request. As a part of this uniform are to be worn a white waist, black shoes, and a black hat simply trimmed with black ribbon or velvet, without flowers, feathers, or any color. This suit must be used for street and church and on all public occasions. No uniform is required during the school day, but the clothing worn should be simple and suitable for school use. All boarding pupils are expected to provide themselves with bath robe, bedroom slippers, laundry bag, hot-water bag, umbrella, raincoat, overshoes, thick walking shoes, a comfort, pair of blankets, napkin ring, dresser and washstand scarfs, and one trunk cover. Trunks must be marked with full name and home address. All articles to be sent to the laundry must be clearly marked with the full name of the pupil. An abundant supply of table napkins, towels, sheets, pillowcases, and bedspreads is furnished each student at a charge of six dollars for the year.

LECTURES AND ENTERTAINMENTS

The presence in Nashville of great universities and professional schools insures the coming of famous lecturers and entertainers. Lectures on a great variety of subjects, free to the student body, are delivered during the year by men and women who are experts on the themes they treat. Artists of international reputation are frequently brought to the city by Ward-Belmont and other organizations. In recent years Ward-Belmont students have heard the following, among other notable people:

Lecturers—President Arthur T. Hadley, E. E. Barnard, Leon H. Vincent, Emil G. Hirsch, Russell H. Conwell, William Hawley Smith, Lorado Taft, William J. Bryan, President W. H. Taft, President Woodrow Wilson, United States Senator Luke Lea, Robert E. Speer, United States Senator W. R. Webb, Dr. Carolyn Geisel, Francis E. Clark, Bishop W. R. Lambuth, Evangelist J. Wilbur Chapman, President John Franklin Goucher, Bishop W. F. McDowell, Bishop Thomas F. Gailor, Bishop Eugene R. Hendrix, President W. H. P. Faunce, Dan Crawford of Africa, Henry Oldys, Camden M. Coburn (archæologist), Dr. G. Campbell Morgan, Bishop McConnell, Henry Turner Bailey, Stephen S. Wise, William D. MacClintock, Frank Alvah Parsons.

Authors—Hamilton W. Mabie, Richard G. Moulton, John A Wyeth, Josiah Strong, Felix Adler, George Kennan, Marion Crawford, Newell

Dwight Hillis, Lyman Abbott, Walter H. Page, J. Ward Stinson, James Whitcomb Riley, Ruth McEnery Stuart, Rabindranath Tagore.

Readers—Montaville Flowers, Frank C. Elliott, Ida Benfey, Caroline Gordon, Leland Powers, Bertha Kunz Baker, Fred Emerson Brooks, Eulie Mae Rushmore, Ella Sedgwick Southwick, C. E. W. Griffith, Carolyn Foye Flanders, Madame Labadie.

Music—Tetrazzini, Melba, Eames, Paderewski, Liebling, Savillie, Ovide Musin, Clarence Eddy, Royal Italian Band, Metropolitan Grand Opera Company in Parsifal, Calvè, Kubelik, Leandro Campanari (violinist), Cecil Fanning (baritone), Madame Zimmerman (soprano), Oscar Seagle (baritone), Leopold Kramer, Francis McMillin, Max Bendix, Maud Powell, Arthur Hartmann, Fritz Kreisler, Emil Sauret, Carl Grienauer, Steindel, Edward Baxter Perry, Leopold Winkler, Sherwood, Gertrude Peppercorn, Burmeister, Josef Hoffman, Mark Hambourg, Bloomfield Zeisler, Percy Grainger, Augusta Cotlow, Harold Bauer, Carrena, Reisenauer, Godowski, de Pachman, George Hamlin, Glenn Hall, Bonci, Bispham, DeReszke, Muriel Foster, Homer, Schumann-Heink, Mary Garden, Nordica, Sembrich, Gadski, Alice Neilson, Alma Gluck, Frances Ingram, Christine Miller, Julia Culp, Frederic Morley, Angelo Cortese (harpist), Ricardo Martin, Jomelli, Gerville Reache; the Zoellner String Quartette; Tollefsen Quartette; the Strauss, Victor Herbert, Russian and Minneapolis Symphonies; the Damrosch Orchestra; the United States Marine Band; the Savage Opera Company, the Aborn Opera Company, the Lombardi Opera Company.

EXCURSIONS

Nashville has an interesting historical and geographical setting. Every year our pupils are given opportunities to visit the historical places of interest in or near Nashville. It has been the custom to take a yearly trip to Washington and to visit en route Lookout Mountain, Natural Bridge, Luray Caverns, Norfolk, Portsmouth, and Virginia Beach. Such a trip was taken in 1917 on the occasion of the presidential inauguration; the party visited all the points mentioned, including New York and Niagara. Similar opportunities will be offered during 1917-18. An Eastern or Southern trip will also be made during the Christmas holidays, if a sufficient number of pupils apply for it. In the past we have had school parties spend the vacation in Europe. As soon as conditions permit these European tours will be resumed.

NASHVILLE REFERENCES

Any patron of Ward-Belmont may be consulted; and while we confidently refer inquirers to any citizen of Nash-

ville, we are formally authorized to say that any one of the gentlemen named below will cheerfully answer inquiries:

James I. Vance, D.D., Pastor First Presbyterian Church.
L. E. McNair, D.D., Pastor Moore Memorial Presbyterian Church.
George A. Morgan, D.D., Pastor West End Methodist Church.
Allen Fort, D.D., Pastor First Baptist Church.
Carey E. Morgan, D.D., Pastor Vine Street Christian Church.
H. J. Mikell, D.D., Rector Christ Church.
T. C. Ragsdale, D.D., Pastor McKendree Church.
T. A. Wigginton, D.D., Pastor Broadway Presbyterian Church.
Rabbi I. Lewinthal, Vine Street Temple.
Bishop W. R. Lambuth, Methodist Episcopal Church, South.
E. B. Chappell, D.D., Sunday School Editor of the M. E. Church, South.
J. E. Clarke, D.D., Editor Presbyterian Advance, and Secretary of the College Board of the Presbyterian Church, U. S. A.
S. H. Chester, D.D., Secretary Foreign Missions of the Presbyterian Church in the United States.
Chancellor James H. Kirkland, LL.D., Vanderbilt University.
President Bruce R. Payne, LL.D., George Peabody College for Teachers.
W. F. Tillett, D.D., Dean Theological Department of Vanderbilt University.
Dr. H. C. Tolman, Dean Vanderbilt University.
W. R. Manier, Sr., Secretary Commercial Club.

MUSIC, ART, AND EXPRESSION

In the education of girls and young women, it is important that a proper balance be maintained between Literary subjects and the Fine Arts. In this way only can a woman be prepared best for her mission in the world. The work of the school in the Liberal Arts is of the highest order, and equal emphasis is placed on Music, Art, and Expression in all their branches. Frequent music recitals of the highest order tend to develop an appreciation for that which is best in this rich field. Students are always made welcome to the Art studios and the kiln, and special receptions are given to cultivate a love for the beautiful in color and form. In the School of Expression a weekly class lesson in Poise and Speaking Voice is offered to all boarding students without extra charge. Attractive studios and an inspiring environment make the work of these departments a genuine delight. The teachers represent the best culture

and training of this country and Europe. They have established an enviable reputation for Ward-Belmont as one of the distinct centers for the training of young women in these subjects so important in the development of æsthetic taste and temperament.

HOME ECONOMICS

The lifting of the home maker's work to its proper place among the sciences is perhaps one of the most significant recent educational reforms. Domestic Science and Domestic Art are now regarded as essential in a well-rounded education for women. Responding to this progressive movement, Ward-Belmont maintains a thorough department for the study of the home and its varied problems. A building is specially equipped and set apart for this purpose. A weekly class demonstration in Domestic Science, or a weekly lesson in Household Decoration, is offered to all boarding students without extra charge. With its comprehensive courses, its attractive and well-equipped laboratories, and with its able corps of teachers, this department of practical worth holds an established place among the most popular activities of the school.

RED CROSS COURSES

Realizing the peculiar situations of this year, the United States Bureau of Education has said in one of its letters: "Classes giving practical instruction in home care of the sick should be organized for all women students, and the most recent knowledge concerning the care of infants and children should be available to them. Special attention should be given to diet requirements for maintennance of health and efficiency; methods of eliminating all waste from the household; and intelligent use of the more abundant foods for those which are either scarce or of better keeping qualities."

In order to meet these unusual needs, Ward-Belmont is offering special courses in First Aid, Home Nursing and Dietetics. The work is conducted by government nurses and dietitians, and the regular government examinations will be given. The course will continue throughout the entire session and will be divided into four parts—First Aid, Home

Nursing and Elementary Hygiene, Surgical Dressings, and Dietetics.

Credit in the regular course will be given on this work.

PHYSICAL CULTURE AND PLAYGROUND SUPERVISION

Thorough courses are offered in Physical Education and in Playground Supervision, subjects which are being emphasized to-day as never before in education. The campus affords opportunity for outdoor games, the gymnasium is so equipped that exercise may be adapted to the individual needs of the pupil, and the swimming pool is modern at every point and free to all resident students. Trained teachers are in charge of every feature of this department. The work in Playground Supervision is so planned that the students enjoy the recreation, and at the same time grasp the methods by which directed play may be made to promote health, stimulate the intellect, and lift the moral tone of any community.

A Normal Course is offered for pupils who wish to prepare to teach Physical Training.

COURSE OF STUDY IN LIBERAL ARTS

Ward-Belmont offers a six-year Classical Course, corresponding to the four years of a preparatory school and the Freshman and Sophomore years of a standard four-year college. A student who contemplates entering a certain college or university after the completion of the Classical Course should so advise the Dean in advance, that the subjects which she takes in Ward-Belmont may be those required by that institution.

The General Course, of equal length, is provided for the larger number who do not intend to do further college work after graduation from Ward-Belmont. In this course more liberty in choice of subjects is allowed. With certain limitations, Music, Art, Expression, and Home Economics may be included and counted toward graduation.

Ward-Belmont also grants a First-Year College Certificate, either Classical or General, for the completion of prescribed courses of study corresponding to the four years of high school and one year of college. These certificates

are intended primarily for students who for some reason see fit to end their study with one year of college work.

At the end of the first four years of the course, corresponding to the high school period, students may earn either the College Preparatory Certificate or the High School Certificate, provided the proper balance has been maintained by the completion of courses prescribed. The College Preparatory Course is offered for students who expect to complete the Classical Course. Those earning the Certificate for the completion of this course may be admitted without examination to the leading colleges and universities. The High School Course is intended for students who plan to complete the Ward-Belmont General Course. It is somewhat less technical than the College Preparatory Course, yet a balance is maintained which assures a broad and deep cultural foundation.

ADVICE ON CHOICE OF SUBJECTS

It is our desire that the courses of study be clearly understood by parents and prospective pupils. Again, it is important that each pupil's course be carefully planned on the basis of work already completed, and that individual tastes and aims be taken into account. To accomplish these ends, correspondence and personal conference with the Dean are cordially invited. Prospective patrons are urged to cooperate with us in working out a course of study in advance of the opening days of the session in order to allow more deliberate consideration of individual needs. Plans so made can be modified, if it seems desirable to a patron, on the opening days of school; but further changes during the year are usually not allowed. Continuity of effort and the greatest advancement can in this way be secured.

COURSES OF STUDY

I. LIBERAL ARTS AND SCIENCES

(Preparatory courses are designated by Roman numerals; College courses by letters.)

ENGLISH

The importance of the department of English in both its branches of Rhetoric and of Literature is duly recognized, and the work carefully and amply provided for by a full corps of college and university-trained teachers. Throughout the course the utmost stress is placed on writing as training for systematic work, clear thinking, originality, and the habitual and easy use of good English. The aim of the work in Literature is to foster, through a study of masterpieces, a taste for the best that has been written, an admirable means of mental discipline, as well as of liberal culture. The study of English is closely correlated with that of other departments, including History and Languages, in order to give the student broader understanding and to make her school work more generally and permanently valuable. Personal conferences for guidance and for correction in theme work are required in all Rhetoric courses, as are memory work of selected passages and carefully prepared reports of supplementary reading in Literature.

Course I. Literature (once a week).—Study and Reading: Selections from American poetry, with special attention to Poe, Lowell, Bryant, Whittier; Scott's Lady of the Lake; Scott's Ivanhoe or Stevenson's Treasure Island; Franklin's Autobiography or Irving's Sketch Book.

Composition and Grammar (four times a week).—Review of Grammar. Special attention given to letter writing, narration, description, and paragraphing.

Freshman, five periods a week.

Course II. Literature (twice a week).—Study and Reading: (1) Addison and Steele's Sir Roger de Coverley Papers; (2) Shakespeare's Merchant of Venice; (3) Coleridge's Ancient Mariner or Macaulay's Lays of Ancient Rome; (4) Eliot's Silas Marner.

Composition and Grammar (three times a week).—Review of Grammar. Continued drill in narration and description; special study of the development of the paragraph.

Sophomore, five periods a week.

Course III. Literature (three times a week).—Study: (1) Shakespeare's Macbeth; (2) Macaulay's Life of Johnson or Carlyle's Essay on Burns; (3) Tennyson's Idylls of the King, or Palgrave's Golden Treasury, Books II and III; (4) Lamb's Essay of Elia.

Parallel Reading.—(1) As You Like It or Twelfth Night or Midsummer Night's Dream; (2) Arnold's Sohrab and Rustum and The Forsaken Merman or Goldsmith's Traveler and The Deserted Village; (3) Dickens' Tale of Two Cities or Hawthorne's House of the Seven Gables or Goldsmith's Vicar of Wakefield; (4) chief narratives of the Old Testament.

Composition (twice a week).—Study of narration, description, exposition, argument; special attention to development of the paragraph and to sentence structure; review of Grammar.

Junior, five periods a week.

Course IV. Literature (three times a week).—Study: (1) Chaucer's Prologue; (2) Shakespeare's Henry V.; (3) Milton's minor poems; (4) Emerson's Essay on Manners; (5) Burke's Speech of Conciliation or Washington's Farewell Address and Webster's Bunker Hill Oration, or Macaulay's Speeches on Copyright and Lincoln's Address at the Cooper Union.

Parallel Reading.—(1) Shakespeare's The Tempest or Hamlet or Richard III; (2) Tennyson's The Princess; (3) The Iliad (Books XI, XIII, XIV, XV, XVII, XXI may be omitted); (4) Thackeray's Henry Esmond or Jane Austin's Pride and Prejudice.

Rhetoric and Composition (twice a week).—Continued study of narration, description, argument, exposition; emphasis laid on gathering and arranging material for long expositions; careful review of sentence structure and paragraph development.

Junior Middle, five periods a week.

Course A. Advanced Course in Rhetoric and Composition.—Review of rhetoric and composition. Review of rhetorical principles. Daily and fortnightly themes, oral and written, with individual conferences. Narration; study and practice in the short story. Exposition; analysis of such essays as those of Arnold and Stevenson; critical papers.

Required of Senior Middle students. Three periods a week first semester. Two periods a week second semester.

Course B.—English literature from Wordsworth to Meredith, with especial emphasis on Wordsworth, Tennyson, Browning, and Stevenson.

Required of Senior Middle students. Three periods a week.

Course C. Advanced Course in Writing.—Assignments in the various forms of discourse. The writing of editorials, descriptive sketches, and short stories especially stressed. Daily and weekly

themes. Long papers. Open to Senior students who have done good work in English A.

Two periods a week throughout the year.

Course D. History and Development of English Literature.—General survey course. A study of the life and literature of English people from Beowulf to Swinburne. Lectures, class recitations, collateral readings, and individual reports. Especial attention is given to historical and social backgrounds, to literary movements and tendencies, and to the careful study of representative masterpieces.

Open to second year college students who have had Courses A and B. Four periods a week.

Course E. The English Drama.—Lectures and Library work on development of English drama; specimens from each period studied in class with special emphasis on Shakespeare. Selected modern plays studied as literary expressions of present-day problems.

Open to second year college students who have completed Courses A and B. Four periods a week.

Course M. Types of Modern Literature.—Study of literary expressions of modern life, such as the informal essay, the novel, the short story, and the drama. Class discussions, lectures, and occasional themes. Open to college students who have had English III and IV. Not to be substituted for required English courses. Five periods a week.

HISTORY

The department of History endeavors not merely to make its courses count for mental discipline, but to secure a thorough understanding of society, a comprehension of the principles on which everyday affairs are conducted, and a training in sympathetic judgment. The value of History as a means of interpreting economic and social expediency is stressed, and the practical worth of the subject is established by its intimate correlation with English, language, art, and current events. Throughout the course, emphasis is placed on historical geography, map drawing, notes, and reports of collateral readings.

Course I. Greek and Roman History.—A survey of ancient history and of later history to 800 A.D. Chief attention is given to the civilization of Greece and Rome, with reference to the permanent contributions these races have made to modern history.

About 500 pages of parallel reading are assigned from such sources as the Greek and Roman biographers, historians, and dramatists.

Open to Sophomore and Junior students. Required of College Preparatory students. Five periods a week.

Course II. History of England.—The political, social, and religious elements in the growth of the English people. England's advance as a world power and her colonial development. Parallel reading.

Open to Sophomore and Junior students. Five periods a week.

Course III. American History and Civics.—A rapid survey of the colonial period, with emphasis upon American ideals and institutions, with a more intensive study of the critical period, the founding of the national government, the Westward Expansion, and the problems and movements of the nineteenth century. The forms and functions of government are studied, with emphasis upon the ideals and defects of to-day.

Open to Junior Middle students, and, by special arrangement, to Juniors. Five periods a week.

Course A. A General Course in Modern History.—Part I: Europe and England from the fall of the Roman Empire through the Reformation Period, emphasizing the Feudal Régime, the Mediæval Church, the Renaissance, the Reformation, and the general economic and social conditions. Part II: This part begins with England's struggle for constitutional government and continues the development of England and Europe to the present, emphasizing the French Revolution, the Industrial Revolution, with its economic and social results, and the Democratic and Nationalistic Movement of the nineteenth century.

Full parallel required.

Open to Senior Middle and Senior students. Four periods a week.

Course B. The Revolutionary Period in Europe and the Nineteenth Century (including England).—In the study of the nineteenth century, emphasis is put upon the great movements—scientific, economic, and social, as well as political—with a view to the better understanding of the conditions and problems of life to-day.

Open to Senior Middle and Senior students. Four periods a week.

HISTORY AND APPRECIATION OF ART

The value of the work in this course is twofold. It is a part of the record of human development, and so a humanitarian and mental discipline subject, as is History proper. It is also a study of the laws underlying artistic effect, and as such has a distinct culture value. Both phases of the subject receive careful consideration. The work is done by means of illustrated lectures, printed outlines, reproductions, stereopticon slides, projectoscope, etc. Extensive reading and individual reports required.

The rise and development of architecture, sculpture, and painting from the earlist periods through the Renaissance will be studied, with emphasis on the Greek and the Renaissance periods.

Open to college students who have had History I or its equivalent. Four periods a week.

ECONOMICS AND SOCIOLOGY

The purpose in this department is to teach the fundamental principles of both economic and sociological science in such a way as to develop an intelligent interest in public affairs, to insure some understanding of the laws underlying the welfare and progress of society, and to inculcate the desire to apply these principles to the duties of enlightened citizenship.

ECONOMICS

Course A. Introduction to Economics.—This course is designed to lead the student to an investigation of economic principles, to introduce her to the economic problem in the modern state, and to train her to think clearly on economic subjects. It will treat of the conditions determining prices, land values, wages, profits, and standards of living; of certain topics of applied economics, such as the tariff, banking, and trusts; and of problems of labor and industrial organization.

Open to College students. Four periods a week, first semester.

SOCIOLOGY

Course A. General Sociology.—This course is designed to make the student familiar with the origin, principles, and methods of sociological science, as well as with the social elements, forces, and processes. The aim is to make the course of practical value, and thus emphasis is put upon the application of the principles of Sociology to some of the chief problems of present times, particularly in the United States.

Open to College students. Four periods a week, second semester.

LATIN

The work of the first four years in this department is designed not only to give the student a thorough knowledge of forms and syntax and the ability to apply this knowledge in accurate reading of the texts assigned, but also to increase the student's vocabulary and insight into words and develop a feeling for the structure and thought of the language. Reference readings illustrate Roman life and Mythology. The courses of the last two years are intended to secure the ends of rapid and accurate reading, an acquaintance with the masterpieces of Roman Literature, and a correct appreciation of the place of Rome in the history of civilization.

Course I.—The Essentials of Latin. Regular first-year work.
Freshman. Five periods a week.

Course II (a).—Careful review of first-year work, easy readings. This course is intended for immature students, or for any whose preparation makes difficult the completion in one year of four books of Cæsar. Five periods a week.

Course II.—Cæsar: An equivalent of Books I to IV. Prose composition based on text. Grammar systematically studied in connection with prose.
Sophomore. Five periods a week.

Course III.—Cicero: The Cataline Orations, the Manilian Law, Archias. Prose composition based on text and syntax throughout the year.
Junior. Five periods a week.

Course IV.—Virgil: Books I to VI. Required reading is assigned in mythology; prose composition; review of Grammar.
Junior Middle. Five periods a week.

Course A.—Cicero's Letters. Horace: Odes and Epodes. Prose composition. Practice in reading at sight. Prosody.
Senior Middle. Five periods a week.

Course B.—Horace: Satires and Epistles; Juvenal; Plautus and Terence: Selected plays. Readings in Roman Literature.
Senior. Five periods a week.

FRENCH

The value of a good knowledge of French in studying literature and the necessity for it in foreign travel are appreciated, and such knowledge is provided for by the experienced native teachers in this department. Correct pronunciation is insisted upon, and facility in conversation is acquired by constant practice. To this end, French is the language of the classroom, and opportunities are also given for its use in social conversation and at French tables in the dining halls. The courses in French literature are extensive, and are made more practical by the use of dictation, sight reading, and lectures in French on the historical development of the language.

Course I.—Grammar: Verbs; Sym's French Reader; Labiche et Martin's La Poudre Aux Yeux. At least one hundred pages.
Open to Freshman, Sophomore, and Junior students. Five periods a week.

Course II.—Grammar: Verbs; Dictation; Poetry Memorized; French Composition; the reading of about three hundred pages from texts such as Mérimée's Colomba; Loti's Pecheur d'Islande; Lamar-

tine's Scénes de la Révolution Francaise; Halévy's L'Abbé Constantin; Daudet's La Petite Chose.

Open to Sophomore, Junior, and Junior Middle students. Five periods a week.

Course III.—Grammar: Syntax; Verbs; French Composition; Dictation; Themes; the reading of about four hundred and fifty pages from texts such as George Sand's La Mare au Diable; Maupassant's Huit Contes Choisis; Hugo's Quartrevingt-Treize; Bornier's La Fille de Roland.

Open to Junior and Junior Middle students. Five periods a week.

Course A.—Grammar: Written and oral exercises founded on selected texts; dictation and conversation; rapid reading of about five hundred pages of such texts as Mérimée's Colomba, Labiche's Le Voyage de M. Perrichon; George Sand's La Mare au Diable; French Reader, Aldrich and Foster; Chateaubriand's Les Aventures du Dernier Abencerage.

Open to Senior Middle or Senior students who have not studied French. Five periods a week.

Course B.—Grammar completed: Composition; Themes based on texts read; rapid reading of from four to five hundred pages from Scribe et Legouvé's Bataille de Dames; Maupassant's Huit Contes Choisis; Coppèe's On rend L'Argent; Michelet's La Prise de la Bastille; Trois Comédies de Musset; Bouvet's French Syntax and Composition; Hugo's La Chute.

Open to students who have completed Course A or its equivalent. Five periods a week.

Course C.—Syntax: Composition; Themes based on the texts read; History of French Literature; rapid reading in connection with the different periods studied. Conversation.

Open to students who have completed Course III or Course B. Five periods a week.

French D.—History of French Literature of the eighteenth, nineteenth, and twentieth centuries; reading based on authors representative of modern French thought and style; essays in French on topics read; conversation based on phases of modern French life and current thought.

Open to students who have completed Course C. Four periods a week. (Given in 1917-1918 if a sufficient number apply.)

GERMAN

Throughout the carefully graded course in German, use is made of the wealth of German poetry and prose. German is the language of the classroom; by memory work, abstracts, and reproductions, correct pronunciation is established and appreciation and knowledge of the literature in-

creased. The first three courses enable a pupil to meet the maximum requirement for entrance into College; while Courses I and II fulfill the minimum requirement. After first-year work, sight reading is emphasized. Parallel reading is required in Courses III., B, and C.

Course I.—Grammar: Composition; Drill in Phonetics; reading of at least one hundred pages of easy prose and verse, including the simple stories in Glück Auf; short lyrics memorized.

Open to Freshman, Sophomore, and Junior students. Five periods a week.

Course II.—Grammar: Composition; simple paraphrasing; poems and ballads memorized; sight reading; reading of at least two hundred pages of German from the following texts: Storm, Immensee; Blüthgen, Das Peterle von Nürnberg; Sudermann, Teja; Gerstäcker Germelshausen.

Open to Sophomore, Junior, and Junior Middle students. Five periods a week.

Course III.—Grammar: Composition; sight reading; writing from dictation; reading of at least three hundred pages of German from the following texts: Storm, Im St. Jürgen; Riehl, Burg Neideck; Eichendorff, Taugenichts; Schiller, Wilhelm Tell or Die Jungfrau von Orleans.

Open to Junior and Junior Middle students. Five periods a week.

Course A.—Grammar: Prose composition; conversation and memorizing of poetry; reading of at least two hundred and fifty pages of German from such texts as: Hauff, Der Zwerg Nase; Storm, Immensee; Baumbach, Waldnovellen; Wildenbruch, Das Edle Blut; Hillern, Höher als die Kirche; easy plays by Benedix, Wilhelmi, or Fulda.

Open to College students who have not studied German. Five periods a week.

Course B.—Grammar: Prose composition; sight and parallel reading; themes based on text read; reading of about five hundred pages from such texts as: Schiller, Die Jungfrau von Orleans; Hauff, Tales; Heine, Die Harzreise; Jensen, Die braune Erica; Klenze, Deutsche Gedichte; Scheffel, Ekkehart; Sudermann, Der Katzensteg.

Open to College students who have completed Courses I and II or Course A. Five periods a week.

Course C.—Grammar: Prose composition; reading at sight and parallel reading; themes based on text read; at least eight hundred pages from such texts as: Schiller, Wilhelm Tell; Lessing, Minna von Barnhelm and Emilia Galotti; Goethe, Iphigeine auf Tauris; Kleist, Prinz Friedrich von Homburg; Grillparzer, Sappho; Fulda, Der Talisman; Hauptmann, Die Versunkene Glocke.

Open to College students who have completed Course III or Course B. Four periods a week.

FIDELITY HALL

SOUTH FRONT

MAIN BUILDING, WARD-BELMONT

PEMBROKE HALL

BIRD'S-EYE VIEW OF THE QUADRANGLE
COLONNADE FRONT OF ACADEMIC BUILDING

THE QUADRANGLE

SPANISH

To meet the increasing demand, particularly throughout the South and West, for Spanish as a part of the school curriculum, two courses in the language are offered.

Course A.—Grammar and composition; conversation and memorizing; reading of at least two hundred and fifty pages of Spanish from such texts as: Roessler and Remy, First Spanish Reader; Valera, Pajaro Verde; Alercon, El Capitan Veneno; Galdos, Marianela.

Open to College students who have not studied Spanish. Five periods a week.

Course B.—Grammar and composition continued; sight and parallel reading; themes based on texts read; about five hundred pages from such texts as: Galdos, Dona Perfecta; Herman Caballero, Un Servilon y un Siberalito; Valera, El Commendador Mendoza; Calderon, La Vida es Sueno; Cervantes, Extracts from Don Quixote.

Open to college students who have completed Course A, or its equivalent. Five periods a week.

MATHEMATICS

The work done in the department of Mathematics is closely correlated with business and the physical sciences. It is the aim also to develop in students the power and habit of concentration, of clear, consecutive independent thinking, and of precise expression. These aims largely determine the courses offered and the method of their presentation. A constant effort is made to render the elective courses so valuable that they will be attractive to the average student.

Course I.—Elementary Algebra. Algebra is approached as generalized arithmetic. Much time is spent on introductory ideas. The following topics are treated: Positive and Negative Numbers, Fundamental Operations, Equations (with applications in Practical Problems), Factoring and Fractions.

Freshman. Five periods a week.

Course II.—(a) First Semester. *Algebra.* The following topics are treated: Ratio and Proportion, Graphical Representation, Linear Systems, Elementary Treatment of Roots, Radicals and Exponents, Simple Quadratic Equations. Many of the more familiar theorems of Geometry are introduced and made the basis of algebraic problems.

(b) Second Semester. *Advanced Arithmetic.* Review and study of subjects that pupils in the grammar school have difficulty in mastering. By the free use of Algebra, Arithmetic is made easier and the former subject is reviewed.

Open to Sophomores who have completed Course I. Five periods a week.

Course III.—Plane Geometry. The step from the simple geometric discussions in Arithmetic and Algebra to rigorously logical Demonstrative Geometry is not attempted hastily. In the beginning the heuristic method predominates. An introductory course covers the first four weeks. Algebra is used to supplement the Geometry. Many original exercises are solved.

Open to Juniors who have completed Elmentary Algebra through simple quadratic equations. Five periods a week.

Course IV.—(a) First Semester. *Advanced Algebra.* The topics covered in Elementary Algebra are thoroughly reviewed and amplified. The course also comprises Synthetic Division, Graphical Methods, Progressions, Logarithms, Variation, Binomial Theorem for Positive Integral Exponents, Theory of Quadratics, Complex Numbers. Problems from Arithmetic, Geometry, and the physical sciences are made prominent.

Open to students who have completed Algebra through simple quadratic equations and Plane Geometry.

(b) Second Semester. *Solid Geometry.* Lines and Planes, Polyhedrons, Cylinders, Cones, and Spheres are treated. Easily constructed models are used in the introductory work. Frequent references to Plane Geometry are made.

Open to Junior Middle or Senior Middle students. If college credit is to be given, supplementary work will be assigned. Five periods a week.

Course A.—(1) *College Algebra.* A brief review, followed by a treatment of topics especially helpful in Trigonometry, Analytic Geometry, and the Calculus.

Four periods a week. First Semester.

(2) *Plane Trigonometry.* The work consists of Trigonometric Functions and Formulæ, Theory and Use of Tables, Solution of Right and Oblique Triangles (with applications to Problems of Physics and Surveying), Inverse Functions, Trigonometric Equations. The data for several surveying problems is obtained in the field with the transit, tape, etc.

Four periods a week. Second Semester.

Course B.—(1) First Semester. *Analytic Geometry.* Graphical Representation of Points and Curves in a Plane, Determination of the Properties and Relations of Plane Curves by a study of their Equations and Graphs. The Straight Line and the Conic Sections are fully investigated. The course includes an introduction to Analytic Geometry of three dimensions.

(2) Second Semester. Introduction to *Differential and Integral Calculus.* Differetiation and Integration of Functions, with the usual Geometric and Mechanical Applications.

Prerequisite, Course A. Four periods a week.

SCIENCE

In solving the problems of everyday life, a knowledge of the fundamental ideas of Chemistry, Physics, and the Biological Sciences is absolutely essential. In offering these courses here, the aim is to develop the powers of accurate observation by aiding the student to gain firsthand information, to acquaint the student with modern scientific methods and their relation to daily living, and to lay the foundation for further work in these subjects.

Chemistry

Course I.—Elementry Chemistry. Course for beginning students, including a study of the common elements and their important compounds.

Laboratory and Recitation, eight periods a week. Open to Junior and Junior Middle students.

Course A.—Inorganic Chemistry. In this course a study is made of the laws of Chemistry and their application to general Chemistry. All of the non-metallic and the most important of the metallic elements are studied, with special attention given to their occurrence and their uses in every-day affairs. Laboratory work supplements that done in classroom, and in addition, gives an introduction to qualitative analysis.

Open to College students. Laboratory and Recitation, eleven periods a week.

Course B.—Organic and Household Chemistry. The Chemistry of Foods, preceded by an introduction to Organic Chemistry.

Prerequisite, Course I or A.

Laboratory and Recitation, ten periods a week. Open to Senior Middle and Senior students.

Physics

Course I.—An elementary course in *Physics*, dealing with the laws and properties of matter and covering the subjects of sound, heat, light, electricity, and magnetism.

Laboratory and Recitation, nine periods. Open to Junior and Junior Middle students.

Biology

Course I.—Zoölogy. A course in General Zoölogy, including the study of both simple and more complex forms, with laboratory and field work; introducing the student not only to structure and forms of animal life, but to their habits and relations to their surroundings.

Laboratory and Recitation, seven periods. Open to Sophomore and Junior students. (Not offered in 1917-18.)

Course A.—Botany. A general course in the study of plant life, including (1) The important structures of plants as a foundation for the study of functions, environment and classification; (2) The

structure and life-history of representative types of the four great groups of plants, and the evolution of the plant kingdom.

Field work and laboratory, six periods. Lecture and recitation, two periods. Open to Senior Middle and Senior students.

Physiology and Hygiene.—The course deals with the structure of the human body, the laws according to which the body lives, how a violation of these laws may be avoided, the maintenance of the health of the community as well as that of the individual.

Open to Junior Middle students, and to more advanced students by special permission. Recitation, two periods a week; laboratory, one period.

Physiography

A study of the earth as a globe, the ocean, the atmosphere, and the land; the relation of man, plants, and animals to climate, land forms, and oceanic areas; supplemented by field and laboratory work.

Open to Freshmen and Sophomore students. Recitation, four periods a week; laboratory and field work, two periods.

PSYCHOLOGY

Course A. (1) First Semester.—An introductory course in Psychology, giving a general survey of the fundamental facts and laws of mind, with applications and simple illustrative experiments.

Open to Seniors, and certain other mature students by special permission. Four periods a week.

(2) Second Semester.—Child Study. An introductory course in the study of childhood, with practical applications.

Prerequisite, Course A (1) or its equivalent. Four periods a week.

BIBLICAL HISTORY AND LITERATURE

The following courses of study are calculated not only to reveal the importance of the Bible as history and its excellence as literature, but also to emphasize ethical and religious values and to discover underlying principles of thought and action applicable to the life of to-day.

Course I.—The Life of Jesus.

Study of the land in which Jesus lived, its people and customs, his work and character.

Sources: The gospel narratives, together with information furnished by modern scholarship concerning the history, thought, and customs of his time.

Open to Junior and Junior Middle students. Two periods a week.

Course A.—General Introduction to Biblical Literature.

Methods of Bible study. Survey of the history of the English Bible. The Bible reviewed as a library containing a great variety of literature.

Study of selected portions of the Old and New Testaments.

Open to College students. Two periods a week.

Course B.—Old Testament History and Literature.

Study of the political, social, religious, and literary development of the Hebrews, leading up to and including the messages of the prophets.

Open to College students. Four periods a week.

Course C.—The Life and Teachings of Jesus.

A comparative study of the Gospels as sources of our knowledge of the life and work of Jesus. Careful consideration of the teachings of Jesus in their bearing on the political, social, and religious conditions of his own day and of the present day.

Open to College students who have had Course B or other introductory Old Testament work. Four periods a week.

Course D.—Religious Pedagogy.

With special reference to the Sunday School. Study of laws governing the development of child mind. Teaching principles and methods adapated to religious nurture in home and church. Stories and story-telling. The organization, aim, and work of the Sunday School.

Open to College students who have completed or are taking one course in the Biblical Department. Two periods a week.

ADMISSION TO LITERARY COURSES

Students who have completed the usual grammar-school grades, or who have finished the course of the Ward-Belmont Intermediate School, may be admitted without examination to the Freshman Class, or first year of the College Preparatory Course. Those who present credentials from approved College Preparatory Schools, High Schools, or Colleges may be admitted without examination, on probation, to the classes for which their former work seems to have prepared them.

POINTS

1. *Definition:* A point in a literary subject represents five periods of forty-five minutes each per week for a year in Freshman, Sophomore, Junior, and Junior Middle Classes, and four or five periods a week for a year in the Senior Middle and Senior Classes. Two or three periods a week for a year, or full work for one semester in which a course is completed, counts a half point. In Music, two lessons per week and one and a half hours' practice daily merit one-half point; in Theory, Harmony, History and Appreciation, Ear Training, each two periods per week, one-half point each; in Art, ten hours of studio work a week, one point; in Expression, five periods of prepared class work, and other collateral and assembly work each week, one point; in Home Economics, two lectures and two double laboratory periods per week, one-half point.

2 *Number Recommended:* The number of points recommended for the average student is four; the minimum requirement of work is represented by three.

3. No single point in a language, except French A, German A, or Spanish A, may be counted toward a certificate or diploma, and two of these courses may not be counted in the same year.

4. Not more than a total of four points in Music, Art, Expression, and Home Economics may be counted. Only one such point may be counted in a single school year. Credit for Theory, Harmony, or Home Economics, taken elsewhere, will be based upon examination. All other work in Music, Art, Expression, and Home Economics, to be credited in a Liberal Arts Course, must be done in Ward-Belmont, and must be approved by the heads of the departments concerned.

5. If work represented in Ward-Belmont by a college point has been done elsewhere, but not in college, an elective preparatory point will be allowed; college credit will not be allowed, unless sufficient supplementary work is done in Ward-Belmont to make it equal to the corresponding College Course.

6. For a Ward-Belmont Diploma, at least eight of the required points must have been earned in Ward-Belmont. In the case of a student who has done equivalent college work elsewhere, exception to this rule may be made under the following conditions: Official testimonials as to such work and a catalogue of the college, with the work done fully designated, must be furnished to the Dean. The credit due, in no case more than four points, will then be determined.

COURSES LEADING TO THE WARD-BELMONT CLASSICAL AND THE WARD-BELMONT GENERAL DIPLOMAS

Freshman

CLASSICAL	GENERAL
Required:	Required:
English I	English I
Latin I	Mathematics I
Mathematics I	One Foreign Language
One point elective	One point elective
Electives:	Electives:
History I	History I
Physiography	Physiography

Sophomore

CLASSICAL	GENERAL
Required:	Required:
English II	English II
Mathematics II	Mathematics II
Latin II	One Foreign Language
One point elective	One point elective
Electives:	Electives:
History I or II	History I or II
French I	Latin
German I	French
Zoölogy	German
	Zoölogy

NOTE.—Students entering above the Sophomore year, who have completed Elementary Algebra through Simple Quadratic Equations, are not required to take the Arithmetic of Course II.

JUNIOR

CLASSICAL	GENERAL
Required:	Required:
English III	English III
Mathematics III	Mathematics III
Latin III	One Foreign Language
One point elective	One point elective
Electives:	Electives:
History I or II	Bible I
French	History I or II
German	Latin
Zoölogy	French
Physics	German
Chemistry I	Zoölogy
	Physics
	Chemistry I
	Music, Art, Expression, or Home Economics

JUNIOR MIDDLE

CLASSICAL	GENERAL
Required:	Required:
English IV	English IV
Mathematics IV	One Foreign Language
Latin IV	Two points elective
One point elective	
Electives:	Electives:
History III	Bible I
French	History III
German	Latin
Physics	French
Chemistry I	German
	Mathematics IV
	Physics
	Chemistry I
	Physiology
	Music, Art, Expression, or Home Economics

SENIOR MIDDLE

CLASSICAL	GENERAL
Required:	Required:
English A and B	English A and B
Latin A	One point College Science, or College History
Mathematics A	Two points elective
One point elective	
Electives:	Electives:
History A or B	Bible A, B, C, or D
French A, B, or C	English M
German A, B, or C	History A or B
Biology A	Mathematics A
Chemistry A	Latin A
	French A, B, or C
	German A, B, or C
	Spanish A or B

History of Art
History of Music
Economics
Sociology A
Biology A
Chemistry A or B
Music, Art, Expression, or Home Economics

SENIOR

CLASSICAL

Required:
- English D
- Latin, or French, or German (unless six points have already been earned)
- Biology A, or Chemistry A or B (unless taken in Senior Middle year)
- Electives to aggregate four points

Electives:
- English C
- History A or B
- Mathematics B or C
- Latin B
- French A, B, or C
- German A, B, or C
- Psychology
- Economics
- Sociology A
- Biology A
- Chemistry A or B

GENERAL

Required:
- English D or E
- Biology A, or Chemistry A (unless one point in Science has been earned in one of the last three years)
- Electives to aggregate four points

Electives:
- Bible A, B, C, or D
- English C
- History A or B
- Mathematics B or C
- Latin A or B
- French A, B, C, or D
- German A, B, or C
- Spanish A or B
- Chemistry A or B
- Biology A
- History of Art
- History of Music
- Economics
- Sociology A
- Psychology
- Music, Art, Expression, or Home Economics

CLASSIFICATION

The number of points of work completed at the beginning of a school year determines the class to which a student belongs. Four completed points, as found in either of the two courses outlined, give Sophomore classification; eight such points, Junior Middle. If a student lacks not more than one of the required number of points, she will be given conditional classification.

For Senior Middle standing, fifteen completed points in one of the courses outlined, including all the required points except one through the Junior Middle year, are necessary. Completion of a regular course of a standard four-

year high school will ordinarily meet these conditions. If so, such work will entitle a student to Senior Middle standing in Ward-Belmont.

For entrance to the Senior Class, the attainment of a Ward-Belmont Diploma at the end of the school year must be possible.

SUMMARY OF REQUIREMENTS FOR ACADEMIC DIPLOMAS AND CERTIFICATES

Classical Course

Sixteen Points Preparatory, Eight Points College

Required: Six points English (including Courses A, B, and D), six points Foreign language (including five points Latin), four points Mathematics (including Course A), one point College Science.

General Course

Sixteen Points Preparatory, Eight Points College

Required: Six points English (including Courses A, B, and D, or E), four points Foreign Language, two points Mathematics (including Course III), one point College Science or one point College History.

First-Year College Course

Sixteen Points Preparatory, Four Points College

The First-Year College Certificate is awarded for the completion of the work of the first five years of either the Classical or the General Course, provided the following requirements are met: At least five points English (including Courses A and B, four points Foreign Language, two points Mathematics (including Course III), one point College Science or one point College History.

College Preparatory Course

The College Preparatory Certificate is awarded to students who have completed sixteen preparatory points in the Classical Course, who have earned a grade of B in each subject in the Junior Middle year, and who have met the following requirements: Three or four points English (to include Courses III and IV); four points Latin; two points French, or German, or Spanish; three or four points Mathematics (to include Courses II (a), III, and IV (a). No single point in a language is counted.

High-School Course

The High-School Certificate is awarded to students who have completed sixteen preparatory points in the General Course—that is, the work through the Junior Middle year—and who have met the following requirements: Three or four points English (to include Courses III and IV); four points Foreign Language (no single point in a language counted); one point History or Science; two points Mathe-

matics (to include Course III). Not more than three points will be allowed for work in such subjects as Music, Art, Expression, Home Economics, Stenography and Typewriting, Agriculture.

II. SCHOOL OF EXPRESSION

This department offers to the special and general student an opportunity for thorough and scientific training in Expression. Its aims are: To help the student to "find herself" and to realize her powers and possibilities; to give such training as will develop her individuality; to train the voice and body to act in coördination with the mind; to teach the student how to think sanely and strongly, how to read intelligibly and effectively; to teach her to represent a character without effort; to prepare young women for effective work as readers and teachers of Expression.

A weekly class lesson in Voice Training and Poise of Body is offered to all boarding students without extra charge.

The work of this department is arranged below to cover four years. The Special Certificate in the School of Expression is awarded to those who complete satisfactorily the first two years of the prescribed course, and the Diploma is awarded to those who complete satisfactorily the first three years of the course.

Expression IV to VIII are designed for students interested in advanced creative and interpretative work, methods of teaching, platform art, and pageantry. Diploma pupils will be given advantage of as much of this training as their time and advancement will allow.

Our special catalogue of the School of Expression contains full information.

First Year

Expression I, English IV., and at least one elective chosen from those offered in the Junior Middle Year of the General Academic Course.

Second Year

Expression II, English A and B, and at least one elective chosen from those offered in the Senior Middle Year of the General Academic Course.

Third Year

Expression III, English D or F, and at least one other elective chosen from those offered in the Senior Year of the General Academic Course.

DESCRIPTION OF COURSES

Expression I.—First-Year Work.—(a) *Principles of Training:* Qualities of voice; reading with reference to good use of the voice and direct expression of the thought; voice and pantomimic problems;

harmonic gymnastics; poise and bearing; exercise for freedom of the body from constriction.

(b) *Creative Expression:* Extemporaneous speaking; recitals to develop personality; dramatic rehearsals in farce to develop freedom in thinking; beginnings of literature (story-telling); informal recitals.

Open to students above the Sophomore Class.

Expression II.—(a) *Principles of Training:* Quality of voice; responsiveness, ease, purity, and mellowness; oral English; pantomimic problems; dramatic rehearsal and criticism; harmonic gymnastics; dramatic thinking (Shakespeare); Browning and the monologue.

(b) *Creative Work:* Dramatic interpretation and training of the imagination; story-telling; literary interpretation; platform art; dramatic rehearsal (comedy); pantomime in problems and readings.

Open to students who have completed Expression I.

Expression III.—(a) *Principles of Training:* Voice training; resonance; use of voice in conversation and narration; visible speech and articulation; dramatic rehearsals (comedy); development of imagination; rise of the drama; epochs of literature.

(b) *Creative Work:* Impersonations in Browning's monologue and original arrangements from modern literature or drama; vocal interpretation of the Bible; drill on methods; pantomimic problems and rehearsals; modern drama; public presentations of original arrangements.

Expression IV.—Interpretative Expression: Primary forms of literature, fables, folk stories, allegories, lyrics, old ballads, conversation, and story-telling. One period a week.

Expression V.—Creative Expression: Interpretation of forms of poetry or of modern drama. This course is similar in design to Expression IV, and is open to students of the same maturity. One period a week.

Expression VI.—Creative Expression: A study of dramatic thinking; the forms of the drama; dramatic rehearsals from the sixteenth, eighteenth, nineteenth centuries, and modern plays; impersonations or platform interpretation and a study of the monologue. Open to students of mature mind who have completed Expression V. One period a week.

Expression VII.—Voice Training: Harmony gymnastics; practical problems for voice, body, and imagination. This course is designed for public school teachers or for those purposing to become such, for those actively engaged in club work, or in any position where public speaking is a necessity. One period a week.

Expression VIII.—Pageantry: Community festivals; correlation with history; music, art, folk dancing, and domestic art; the development of allegorical and historical pageantry. One period a week.

III. SCHOOL OF ART

The creative power, which, in a greater or less degree, is the possession of every human soul, should be recognized and cultivated, and that appreciation developed which is the beginning of all growth of Art. The study of Art involves the training of the eye, mind, and hand, and that exercise of both skill and judgment which makes for power in an individual and creates efficiency, no matter what the calling may be. Thus understood, the study of Art should have a place in every liberal education. The Ward-Belmont studios are in the new Administration and Academic Building, and embrace five large rooms with excellent light. Students of college advancement, specializing in Art, are seriously advised to elect History and Appreciation of Art as one of their literary subjects. In every branch of the School of Art the object is to make the pupil proficient and to give her a foundation upon which she can bulid. The methods of instruction are varied, and are such as have been found to be the most efficient in developing the possibilities of each student, and in giving her the means of artistic self-expression.

An Art Certificate is awarded to students who have done serious work in at least three of the courses offered below, including Designing; who have completed the equivalent of English A and B; and the quality of whose work, as judged by a committee of five, is of such high merit as to warrant this special distinction.

STUDIO CLASSES

I. Elementary.—The first steps in the appreciation of form, proportion, and values are taken in this course. The work is done in charcoal from simple still-life studies, which enables the beginner to learn the principles of drawing, the foundation of all art expression.

II. Life Drawing.—The costumed model is used daily in the life drawing class. After becoming familiar with their materials, students are encouraged to begin work in this most interesting branch of Representative Art. The models are posed to help the pupils in the study of both composition and illustrations, and studies are produced in all the different mediums—oil, water color, chalk, pastel, pen and ink, charcoal, and clay. Quick sketching is practiced frequently, and is most beneficial for all students; and for those making a specialty of illustration, it is essential training in character drawing.

III. Clay Modeling.—Clay modeling is taught by the use of casts

and living models. Casts are used as models for the beginner; and as skill is gained, work from the life model is encouraged.

IV. Etching.—A studio well equipped with a hand press and all the conveniences for etching enables the advanced student in drawing to apply this knowledge in a practical way and to enjoy this most fascinating and attractive form of Art. The beauty of line and tone is expressed in landscapes as well as in sketches from the life model, the colored inks giving a charm and variety to the many prints made from one plate.

V. Pen Drawing.—Pen drawing is of special use to those desirous of becoming illustrators. A good foundation in drawing and values is necessary. Use is made in this class of casts, still life, flower studies, and costumed models.

VI. Outdoor Sketching.—The campus offers ample opportunities for outdoor sketching. Application is made of the principles of composition, values, perspective, and color.

VII. Design.—One day in each week instruction is given in the fundamental principles of design. The study tends to develop original thought, stir up latent ideas, and induce activity of the imagination. This training is prerequisite to any form of Art expression, and therefore is required of all Art students.

VIII. Interior Decoration.—The work in interior decoration is designed to meet the needs of those who wish to plan their houses conveniently, decorate them with suitable colors, and select and arrange the furniture artistically and usefully. The principles of mechanical drawing, the theory of color, and periods in furnishing are studied The pupils work out various problems in the arrangement and decoration of rooms.

IX. China Decoration.—China painting may be undertaken by those who are sufficiently prepared in drawing and design. Students capable of passing an examination in drawing will be excused from further work in this line. The study of design is required in all classes.

X. Metalry.—The course in metalry embraces practical training in the application of design, a knowledge of the use of tools, metals and stones. Various processes of handling metals are taught. Work is done in copper, brass and silver.

XI. Pottery.—The workers at this craft find all the facilities for producing a high grade of Pottery. The ware is made in all the various ways known to the potter, hand-built, poured, thrown, and turned. The decoration and glazing is an exercise of the taste and ability of the student. While beginners are furnished with a good clay, carefully weighed and mixed in the Pottery, and a well-fitted glaze which gives satisfactory results, ample opportunity is given for any student who desires to make a thorough study of both clays and glazes.

A large, two-burner, Revelation Pottery Kiln is used for firing.

An Electric Motor supplies the power for throwing and turning wheels, and a pebble mill for the grinding of glazes. An air tank carrying a hundred pounds' pressure provides, by use of the sprayer, an easy and simple method of applying the glazes.

These appliances, with all the numerous tools, plaster boxes, slabs, setters, etc., furnish a well-equipped studio that could not fail to delight a Potter.

IV. SCHOOL OF MUSIC

The Ward-Belmont School of Music possesses the combined virtues of the Belmont School of Music and the Ward Conservatory, both of which had long been the objects of the high praise and the generous patronage of educated musicians both in and out of Nashville. It is more than a complete modern Conservatory of Music; it offers to music students what all of them need—supplementary work in English, French, German, and Literature. The "mere musician," the talented player or singer who lacks general education, will be to-morrow more than ever before at a disadvantage, and will be regarded as just so much less a musician. The best musical educators are agreed that general mental discipline should not precede, but should continuously accompany, musical studies; and schools of music are seeking what we have already at hand—intimate affiliation with literary classroom work. Under our system, musical study and practice are not allowed to suffer or be crowded out, but the student is shown how she may become both a cultured woman and a thorough musician. Our musical faculty is now probably the largest and most expensively maintained one in any school for girls in America. No teacher is chosen who has not had the best of advantages, most of them in both this country and Europe, teachers who have supplemented graduation from the leading conservatories with years of special study under the recognized masters of two continents. All of them are tested teachers. No novices are employed. Pianoforte, Voice, Violin and other stringed instruments, Pipe Organ, Theory, Harmony, Composition, the History and Literature of Music, Interpretation, Ear Training, Sight Reading and Chorus, Ensemble and Orchestral Work, Repetoire and Memorizing, and Faculty, Student, and Artist Recitals—all, and more, take their appropriate places and contribute to the creation of

a wholesome and inspiring musical atmosphere. Such an atmosphere is possible nowhere except in a large school where musical education is seriously undertaken by a faculty composed of tested professional musical educators. Frequent student recitals are given, as are recitals and lectures by the faculty and other eminent musicians. Pupils may attend the best concerts in the city. Operas are frequently given by excellent companies, and the world's greatest artists appear in Nashville from time to time. The immediate and convenient value of these advantages at our own door will be the more apparent when it is known that our students may have throughout the season the great musical entertainments, but a very few of which other Southern schools can enjoy, and these only by means of travel and additional expense from the smaller towns into the city. Certificates and diplomas are conferred for finished work in this school.

Eighty new pianos, including eight Steinway Grands and a Steinway Duo Art Pianola-Piano, have been purchased within the last few months.

Boarding students specializing in Music, Art, Expression, or Home Economics are required to take at least one literary course.

Theory is required of all music students in the boarding department who have not previously completed the equivalent of Theory I. Credit for Theory I, if taken elsewhere, will be granted only on the basis of an examination. Those who have such credit must select one of the following: Theory, Harmony, Counterpoint, History and Appreciation of Music, Ear Training, Pedagogy.

CURRICULUM OF THE CONSERVATORY OF MUSIC

Requirements for Teachers' Certificate in Piano

Technic.—1. Major Scales (minimum speed, four notes to M.M. 120), played with both hands in parallel motion through four octaves; Thirds; Sixths; Tenths. Contrary motion.

2. Minor Scales: Harmonic and melodic, played with both hands in parallel and contrary motion; Thirds; Sixths; Tenths.

3. Diatonic and Chromatic Scales in velocity, in varied rhythms, and illustrative of the legato, staccato, and portamento touch; Arpeggios in combined rhythms; illustrations of musical embellishments.

4. Chords: Major, Minor, and Diminished Triads, Dominant and Diminished Sevenths, all with added octaves. Patterns of harmonic successions modulating through all keys.

5. Arpeggios in various forms and harmonic successions.

6. Double Thirds: Major and Minor Scales (each hand alone).

7. Octaves: Scales and Arpeggios in various touches and rhythms.

History.—The candidate must have had two years in Music History, must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations, and must be able to outline satisfactorily the evolution of the piano, piano literature, and piano technic.

Harmony.—The candidate must be able to harmonize any figured bass or any melody; to extract the figured bass from two classical compositions—one to be a slow, the other a fast, movement from a Mozart or Beethoven Sonata; to modulate between any two keys by various means; and to transpose any hymn or any ordinary composition.

Repertoire (*not necessarily memorized*).—Two complete Sonatas of Beethoven, one of which the candidate must have prepared independently; eight other movements selected from the more difficult Sonatas of Mozart and Haydn; one slow and one fast Concerto movement; more than half of Bach's Two-Part Inventions and four of his Three-Part Inventions; also most of Haberbier, Op. 53; selections from Mendelssohn and Schumann; also from Chopin's Preludes, Mazurkas, Nocturnes, and Valses; Cramer Studies, and Czerny, Op. 740; and six recital pieces of about the fourth grade.

The candidate for Teachers' Certificate must in February stand an examination before the faculty on half the required technique and half the repertoire.

Sight Reading.—The candidate must be able to play at sight the easier selections from Mozart's and Haydn's Sonatas and Mendelssohn's Songs Without Words; accompaniments for advanced violin and vocal music; any part of moderately difficult works arranged for piano ensemble.

Pedagogy.—The candidate for Teachers' Certificate in Piano must have had two years in Pedagogy, and must be prepared to demonstrate lessons in rhythm, touch, technic, memory training, theory, and fundamental harmony; also to assign studies and pieces to students of various grades. The candidate must be able to discover in the playing of pieces incorrect notes, rhythm, fingering, phrasing, and pedaling.

Requirements for Certificate in Piano

Technic.—1. Major Scales (minimum speed, four notes to M.M. 120), played with both hands in parallel motion through four octaves; Thirds; Sixths; Tenths. Contrary motion (speed, four notes to M.M. 104).

2. Minor Scales: Harmonic and Melodic, played with both hands in parallel motion (speed, four notes to M.M. 104).

3. Diatonic and Chromatic Scales, in varied rhythm; also scales illustrative of the legato, staccato, and portamento touch.

4. Chords: Major, Minor, and Diminished Triads, Dominant and Diminished Sevenths, all with added octaves.

PEMBROKE HALL, WARD-BELMONT

HERON HALL, WARD-BELMONT

5. Arpeggios in various forms on Major and Minor Triads; Dominant and Diminished Seventh Chords.
6. Double Thirds: Major Scales (each hand alone).
7. Octaves: Diatonic and Chromatic Scales; all Tonic Triads.

Harmony.—A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the construction of Triads and Seventh Chords, their inversions and thorough bass figures. The candidate must be able to recognize, by sound, fundamental position of Triads and Dominant Sevenths, and to transpose any succession of Triads (not containing a modulation).

History of Music.—The candidate for the certificate must have had one year of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Reading.—The candidate for the certificate must be able to play at sight: Hymns; either part of a moderately difficult duet (Kuhlau or Diabelli Sonatas, for instance); accompaniments for moderately difficult songs or violin solos.

Repertoire (*not necessarily memorized*).—One complete Sonata consisting of three of four movements; four other standard classical pieces or movements from Sonatas, one of which the candidate must have prepared without assistance or instruction from any source; six polyphonic pieces, two of which to be Three-Part Inventions; selections from Mendelssohn's Songs Without Words, Chopin Preludes and Mazurkas, Haberbier and Cramer Studies.

Memorized Repertoire.—The candidate must have at least six solos, one of which shall be strictly classical, one polyphonic, and four either semi-classical or modern.

The candidate for certificate must in February stand an examination before the faculty on one-half the technique required and one-half the unmemorized and memorized repertoires.

Sight Singing.—The candidate for certificate must have had one year in Ear Training and Chorus work.

Pedagogy.—The candidate must have had one year in Pedagogy.

Requirements for Certificate in Violin

Technic.—1. Major Scales, two and three, and Minor Scales, two octaves (minimum speed, four notes to M.M. 100).

2. Scales illustrative of legato, spiccato, martele, staccato, and long-held tones, crescendo and decrescendo.

3. Arpeggios: Grand, two and three octaves; various rhythms and bowings.

4. Arpeggios on Dominant Seventh Chords, two octaves.

Sight Reading.—The candidate must be able to play at sight Duets by Pleyel, Mazas, or Sonatas of the same grade of difficulty.

Memorized Repertoire.—The candidate must have at least six solos,

representative of Grades IV and V, one of which must be a principal movement (first or last) of a Concerto by Rode, Kreutzer, Viotti, de Beriot, or another of equal standard.

Repertoire (*not necessarily memorized.*—One complete Sonata by Nardini, Tartini, or other classic composer; four other standard classical pieces or movements from Sonatas or Concertos, one of which must have been prepared by the candidate without assistance from any source; ten smaller concert pieces; and selections from Studies by Mazas, Dont, and Kreutzer.

The candidate must have studied Mazas, Op. 36, Vols. I and II, Dont (preparatory to Kreutzer), and Kreutzer Studies.

The requirements in Harmony, History of Music, and Pedagogy are the same as in Piano.

The candidate must have attended orchestra or ensemble practices for at least one session, must be able to play on the piano acompaniments to solos of moderate difficulty, and must have finished the second grade in Piano.

Requirements for Certificate in Voice

The candidate must present a clear voice, perfectly even in its scale, free from tremolo or other serious imperfections, and the intonation must be pure and accurate.

The candidate for the Certificate in Voice must be able to sing: The Major Scale and the Melodic Minor Scale upward or downward from a given tone; exercises for the flexibility of the voice (diatonic progressions on Major Scales), four notes to M.M. 92; Arpeggios on Major and Minor Triads within the compass of a Tenth; any Major, Minor, or Perfect Interval above or below a given tone.

The candidate must give illustrations of (a) Legato and Staccato on Major Scales; (b) Crescendo and Diminuendo on single tones; (c) Fundamental Phonetics; (d) the art of singing Recitative.

The Memorized Repertoire must contain at least six solos, one of which must be from Opera and one from Oratorio, and the others to be of like standard. The candidate must be acquainted with two standard Oratorios and one Opera, and must be able to sing, not necessarily from memory, any of the solos suited to her voice. The requirements in Harmony, History of Music, Sight Singing, and Musical Vocabulary are the same as in Piano. The candidate must be able to sing at sight any part of a given hymn, any song not containing distant modulations; must be able to play hymns and accompaniments to moderately difficult songs on the piano; and must have finished the second grade in Piano. The candidate must have had one year in Pedagogy.

Requirements for Certificate in Organ

Technic.—The requirements in manual technic are the same as in Piano, excepting that the range of Scales and Arpeggios is adapted to the organ and that the minimum speed for pedal technic is considerably lowered.

Harmony.—A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the construction of Triads and Seventh Chords and their inversions; and must be able to harmonize figured basses or given melodies, both in writing and at the keyboard; to modulate between related keys; to recognize, by sound, fundamental positions of Triads and Dominant Sevenths, and to transpose any succession of Triads and Dominant Sevenths (not containing distant modulation).

Sight Reading.—The candidate for the certificate must be able to play at sight: Hymns, and arrange and register them suitably for congregational singing; moderately difficult accompaniments for anthems and solos; short trios for two manuals and pedals; to transpose a hymn or chant one tone above or below the original key; to play at sight a quartet in vocal score, four staves in G and F clefs.

Repertoire (not necessarily memorized).—Easier Preludes and Fugues of Bach; one Prelude and Fugue and one Sonata of Mendelssohn; one complete Sonata of either Guilmant, Merkel, or Rheinberger, and to have been prepared independently; selections from "Church and Concert Organist," by Eddy, and from the "Chorals," by Rinck and Bach; ten standard compositions, five of which must be by American composers.

The requirements in History of Music, Sight Singing, and Pedagogy are the same as in Piano.

REQUIREMENTS FOR GRADUATION

Requirements for Graduation in Piano

Technic.—1. Major and Minor Scales, with both hands in parallel motion through four octaves (speed, four notes to M.M. 144); Thirds; Sixths; Tenths. Contrary motion (speed, four notes to M.M. 112).

2. Diatonic and Chromatic Scales in velocity and varied rhythm; also scales illustrative of the legato, staccato, and portamento touch.

3. Chords: Major, Minor, and Diminished Triads; Dominant, Minor, and Diminished Seventh Chords; all with added octaves.

4. Arpeggios on Major, Minor, and Diminished Triads; Dominant, Minor, and Diminished Seventh Chords; in all positions.

5. Double Thirds and Sixths: Major and Minor Scales (each hand alone); Chromatic Minor Thirds.

6. Octaves: Diatonic and Chromatic Scales; Arpeggios of Major and Minor Triads and Chords of the Seventh.

Harmony.—The candidate for graduation must be able to recognize at sight and to name all kinds of Triads, all kinds of Chords of Sevenths, Chords of Ninths, and augmented Chords in compositions; to recognize by sound all kinds of Triads and their inversions, the Dominant Seventh and its inversions; to harmonize any melody not containing distant modulations by means of Triads and Dominant Sevenths; to transpose any hymn or any ordinary composition not containing distant modulations.

History of Music.—The candidate for graduation must have had two years of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Reading.—The candidate for graduation must be able to play at sight most of Mozart's Sonatas and the easier ones of Haydn.

Repertoire (not necessarily memorized).—One movement from a standard Concerto; two complete Beethoven Sonatas, one of which the candidate must have prepared without assistance or instruction from any source; one Prelude and Fugue from Well-Tempered Clavichord; standard selections from Chopin, Schumann, Liszt, and modern composers.

Memorized Repertoire.—The candidate for graduation must have at least ten solos, one of which shall be a standard Sonata or a movement from a Concerto; two shall be polyphonic pieces; and of the remainder, some shall be semi-classical and some romantic.

The candidate for graduation must in February stand examination before the faculty on half the required technique and half the repertoires, memorized and unmemorized.

Sight Singing.—The candidate for graduation must have had two years in Ear Training and Chorus work.

Pedagogy.—The candidate must have had one year in Pedagogy.

Requirements for Graduation in Voice

The candidate must present a clear voice, perfectly even in its scale, free from tremolo or other serious imperfections, and the intonation must be pure and accurate.

The candidate for graduation in Voice must be able to sing: Major and Minor Scales (harmonic and melodic) upward or downward from a given tone; exercises for the flexibility of the voice (trills and diatonic progressions on Major Scales), four notes to M.M. 120; Arpeggios on Major and Minor Triads and Dominant Seventh Chord within the compass of a Twelfth; above or below a given tone any Perfect, Major, Minor, Diminished, or Augmented Interval; also the Chromatic Scale upward or downward from a given tone.

The candidate must give illustrations of (a) Legato and Staccato on Scales and Arpeggios; (b) Crescendo and Diminuendo on single tones and scales; (c) Phonetics applied in several languages; (d) the art of singing Recitative.

The Memorized Repertoire must contain at least ten solos, chosen from Grand Opera, Oratorio, German Lieder, and others of like standard. The candidate must prepare a clasic Aria independently, and also be acquainted with six Oratorios and two Operas, and be able to sing any of the solos suited to her voice.

The requirements in Harmony, History of Music, Sight Singing, Pedagogy and Musical Vocabulary are the same as in Piano. The candidate must be able to sing at sight any part of a hymn, any

song not containing distant modulations, and be able to play hymns and accompaniments to more advanced songs on the piano.

The candidate for graduation in Voice must have finished the fourth grade in Piano.

Requirements for Graduation in Violin

Technic.—1. Major Scales, two and three octaves, and Minor Scales, two octaves (minimum speed, four notes to M.M. 120); Minor Scales also in three octaves, not necessarily so fast.

2. Scales illustrative of legato, spiccato, martele, and long-held tones, crescendo and decrescendo.

3. Major Scales in varied rhythms and bowings.

4. Scales, one octave, in Thirds, Sixths, and Octaves.

5. Arpeggios: Grand, two and three octaves; various bowings.

6. Arpeggios on Dominant and Diminished Seventh Chords, two octaves.

Sight Reading.—The candidate must be able to play at sight Sonatas by Haydn and Mozart, the less difficult Sonatas by Beethoven, and other violin music of similar grade.

Memorized Repertoire.—The candidate for graduation must have at least ten solos, one of which shall be a principal (first or last) movement of a modern Concerto, one shall be a large concert piece, and one a principal movement of a Bach Sonata for violin alone; of the others, some shall be classical or semi-classical and some romantic.

Repertoire (*not necessarily memorized*).— One movement from a standard Concerto; one complete Bach Sonata for violin alone; two complete Sonatas by Handel, Vitali, Nardini, or other composers of the classical school, one of which the candidate must have prepared without assistance from any source; ten smaller Concert pieces and selections from Studies by Kreutzer, Rode, Fiorillo, and Gavinies.

The candidate must have studied Kruetzer, Rode, Fiorillo, and Gavinies.

The requirements in Harmony, History of Music, and Pedagogy are the same as in Piano.

The candidate must have attended orchestra and ensemble rehearsals for at least one session, and must be able to play on the piano accompaniments to more difficult solos.

The candidate for graduation in Violin must have finished the fourth grade in Piano.

Requirements for Graduation in Pipe Organ

Technic.—The requirements in manual technic are the same as in Piano, excepting that the range of Scales and Arpeggios is adapted to the organ. The minimum speed for pedal technic (Scales and Arpeggios) is considerably lowered.

Harmony.—The candidate for graduation must be thoroughly familiar with all kinds of chords; be able to harmonize any figured bass

or any given melody; to modulate between any given keys in various ways; to improvise preludes and interludes freely or upon a given theme; to transpose any hymn or any ordinary composition not containing distant modulations; to recognize by sound all kinds of Triads and their inversions, and the Dominant Seventh and its inversions.

Sight Reading.—The candidate must be able to play at sight trios of intermediate grade for two manuals and pedals; short selections of vocal score in four staves in C, G, and F clefs; to transpose a short passage in reduced score to any key within a Major Third above or below the original; to make an effective adaptation of piano accompaniment.

Repertoire (*not necessarily memorized*).—Two advanced Preludes and Fugues of Bach; one complete Sonata of either Rheinberger, Mendelssohn, Merkel, Guilmant, and to have been prepared independently; a Symphony of Widor or Lemare; Concertsatz No. 2, by Thiele; ten standard compositions, five of which must be by American composers.

The requirements in Harmony, History of Music, and Pedagogy are the same as in Piano.

HISTORY AND APPRECIATION OF MUSIC

Course I.—This course, dealing with the evolution of music and offering invaluable aid to musical understanding and appreciation, is designed to acquaint the student with the most important events in the progress of the art and to show its relation to the kindred arts. The work consists largely of lectures, supplemented by material from text, collateral reading, notebook work, reports and digests of lectures upon related musical topics. The following subdivisions are considered: Pre-Christian Music; the Christian Era to the Contrapuntal Schools; from Lasso and Palestrina to Handel and Bach; the Contrapuntal, Classical, Romantic, and Modern Schools of Composition. Numerous illustrations are given in the classroom by members of the Faculty and by means of sound-reproducing mechanisms. Lectures upon the following subjects are also included: "How to Listen to Music," "The Sonata Form," "The Symphony Orchestra," "The String Quartet."

Open to students above the Sophomore year. Two periods a week.

Course A.—This is a continuation of the first-year course. A more extended and critical survey of the music by the great masters of the nineteenth century is made, and the tendencies of present-day musical art are considered at length. Special emphasis is placed upon a more elaborate study of the Opera and the modern schools of composition. In addition to a critical and biographical study, the works of the composers are considered, examined, and analyzed as regards their methods of construction. Programs of visiting artists are studied, and the subject of musical æsthetics is considered.

Open to students who have completed the first course, and by permission to any advanced music student. Two periods a week.

Course B.—This course is more especially designed to meet the needs of all students, not necessarily music students, who wish to become acquainted with the rich field of musical history, and to develop an appreciation of that which is best in musical literature. The work done is practically equivalent to that of Courses I and A.

Open to College students. No musical prerequisites. Four periods a week.

THEORY

Course I.—In order to provide fitting instruction in the first essentials of music for beginners, or pupils who have pursued musical instruction but for a short time, a special theory class is organized in which the necessary rudimentary knowledge may be acquired. The pupil is taught the rudiments of music by keyboard and blackboard work, which supplements the music lesson and greatly aids and stimulates progress. A thorough knowledge of the material covered will be found of invaluable aid in many practical ways—stimulating the pupil's progress and furnishing a musical foundation, without which advancement in the acquiring of a musical education is impossible. Training is given in Notation, Signs, Scale Formation, Keys, Meter, Rhythm, etc., the aim being to familarize the pupil with the essentials of musical knowledge.

Two periods a week.

Course II.—This course is a continuation of the first course in elementary theory. It is open, however, to more mature music students who have had no previous theory work. The work consists of material from text, music writing, dictation, ear training. The subjects include Notation, Symbols, Meter, Scales, Keys, Intervals (harmonic and melodic), Terms, Elements of Form, Embellishments, Abbreviations, etc.

Two periods a week.

HARMONY

Course A.—The following are among the subjects considered: Notation; Scales; Keys; Signatures; Classification and Measurements of Intervals; Ear Training; Triads and their inversions; Chords of the Dominant and Diminished Seventh, their inversions and resolutions: Cadences; Simple Modulations. The work consists of chord connections in three-part and four-part harmony, in close and dispersed position. Exercises in the harmonization of melodies in four parts and from figured and unfigured basses are presented. Practical applications are made at the keyboard. Simple compositions are analyzed with reference to tracing the material studied.

Open to students who have completed Theory II, and by special permission to any college students well advanced in music. Two periods a week.

Course B.— Secondary and Diminished Seventh Chords; Chords of the Ninth; Chromatically Altered Chords; Augmented Chords; Cadences; Extraneous Modulation; Suspensions; Passing and Changing Notes. Organ Point; Form, Analysis. The work consists of

written exercises involving the harmonization of melodies, chorals, figured and unfigured basses; original work and the analysis of material from the great composers. Treatises referred to include those of Chadwick, Norris, Foote and Spalding, Prout, Goetschius, Jadassohn, Reber, Dubois, and others.

Prerequisite, Course A. Three periods per week.

COUNTERPOINT, FORM, COMPOSITION

Course A.—To those who have completed the regular work in Harmony a special course in Counterpoint, also in Form and Composition, is offered, and at the end of the year such pieces as are considered of sufficient merit will be performed in concert.

EAR TRAINING

Discriminative hearing is indispensable to a musical education, and must precede or accompany all lines of music study. The aim of this course is to teach the pupil to think in tones and to so train the ear and the musical feeling that one may learn to sing, name, write, and play what is heard; and to recognize and appreciate not only the melodic effects of music, but the harmonic and rhythmic also. No other branch of music study will be found so helpful in the acquiring of proficiency in reading and hearing music as that of ear training.

CERTIFICATES AND DIPLOMAS

Pupils desiring to become candidates for Certificate and Diploma must announce themselves through their respective teachers not later than October 20th. Preliminary examinations will be conducted by a committee of five, composed of the Director, the teacher under whom the pupil is studying, a member of the faculty appointed by the Director and two others appointed by the President. No pupil will be considered a candidate for Certificate or Diploma until recommended by this committee.

Candidates for Certificate and Diploma must appear in public recital at least three times during the session.

There will be held in the presence of the faculty, between February 1st and 15th and between May 1st and 15th, examinations on the requirements for Certificate and Diploma conducted by the examining committee. A two-thirds vote of the faculty is necessary to decide whether the candidate has met the requirements satisfactorily.

V. HOME ECONOMICS

The courses in Domestic Science and Domestic Art are designed to give young women such information concerning the management of the home as will enable them to regulate, comprehensively, economically, and artistically, the functions of the home, including cooking, serving, car-

ing for the sick, marketing, menu making, food combinations and values, and to do so with absolute certainty of accurate, successful results.

A weekly class demonstration in Domestic Science is offered to all boarding students without extra charge.

HOME ECONOMICS CERTIFICATE

The Home Economics Certificate is granted upon the completion of the first two years of the course outlined below. It is intended as a practical course for students who wish to become efficient housekeepers and home makers.

HOME ECONOMICS DIPLOMA

The Home Economics Diploma is granted upon the completion of the full three-year course offered below. It is intended for students who wish to make a more thorough study of Domestic Science, Domestic Art, and kindred subjects.

DOMESTIC SCIENCE CERTIFICATE

The Domestic Science Certificate is granted upon the completion of the first two years of the course outlined below, with Domestic Science III and Chemistry B added, and all Domestic Art omitted.

DOMESTIC ART CERTIFICATE

The Domestic Art Certificate is granted upon the completion of the first two years of the course outlined below, with Domestic Art III and one Senior Middle elective added, and all Domestic Science omitted.

First Year

Domestic Science I; Domestic Art I; and the equivalent of three points, chosen from subjects offered in the Junior Middle year of the General Course.

Second Year

Domestic Science II; Domestic Art II; Chemistry A; Physiology and Hygiene; and the equivalent of one and a half points, chosen from subjects offered in the Senior Middle year of the General Course.

Third Year

Domestic Science III; Domestic Art III; Chemistry B; and the equivalent of one and a half points, chosen from subjects offered in the Senior year of the General Course.

Description of Courses in Domestic Science

Domestic Science I.—(a) *Cookery.* A study of the principles of cookery, composition, and combination of food materials. Practical and experimental work.

(b) *Home Administration and Sanitation.* The planning, care,

furnishing, heating, lighting, ventilating of the home. Drainage, water supply, and disposal of waste from a sanitary standpoint.

Laboratory, two double periods a week; lecture, three periods.

Domestic Science II.—Practical and Experimental Work in Cookery of Foods. Planning and Serving of properly balanced meals. Study of the costs of foods and marketing, food production and manufacture, home duties, division of income, making budgets, keeping of accounts. Laboratory, two double periods a week; lecture, three periods.

Domestic Science III.—(a) *Dietetics.* Study of the proper nourishment of the individual or groups of individuals in health and disease, including a study of the human organism and its needs at each stage of development. Making of dietary standards as influenced by occupation, age, weight, size, income, and various diseased conditions. Preparing meals to meet these conditions.

(b) *Home Nursing.*—The correct method of home care of the sick. Care of patient and room, baths and bathing, sick-room methods, contagion and disinfection, first symptoms of disease, relief in emergencies, first aid to the injured, and bandaging. Food in relation to disease, kinds of diet, invalid cookery, and preparation of trays. Reference work.

Laboratory, two double periods a week; lecture, three periods a week.

Description of Courses in Domestic Art

Domestic Art I.—(a) Instruction and practice in hand and machine sewing; the use of sewing machine and its attachments; use of commercial patterns.

Laboratory, four periods a week.

(b) Lectures and discussion upon history and development of textile industries; the names, widths, and prices of textile fabrics; the use and value of cotton, wool, silk, and linen.

Lecture, one period a week.

Domestic Art II.—(a) Instruction and practice in pattern drafting; the cutting, fitting, and making of tailored waist, lingerie waist, simple one-piece dress, and afternoon dress.

Laboratory, four periods a week.

(b) Lectures on costumes of all periods; evolution and development of various parts of costumes.

Lecture, one period a week.

Domestic Art III.—(a) Modeling and designing foundation patterns in paper and crinoline; the making of a simple evening dress.

Laboratory, five periods a week. (Partially omitted for (b) and (c).

(b) Lectures and demonstrations by a tailor.

Laboratory, two double periods a week for five weeks.

(c) Practice in making and covering of frames; the preparation of bindings, milliner's folds, bows, ribbon flowers, etc.; making and trimming at least one hat.

Two double periods a week for six weeks.

VI. PHYSICAL EDUCATION

The building of the body, its training for both utility and grace, and its protection from disease and weakness, make the department of Physical Education one of the greatest importance. The gymnasium, the swimming pool, the tennis courts, the basketball, hockey and athletic fields provide ample equipment for conducting this important work. The swimming pool, twenty-three by fifty feet, is constructed of white tile, and equipped in most modern fashion for convenience and sanitation. Physical training is given free of charge to boarding students, and is required of them for at least two periods a week in every year. A physical examination is given each boarding student at the beginning of the session, and a record is kept of the condition of the individual. From this record each student is advised as to when to take exercise, and the kind and amount best suited to her needs. All work is done under expert supervision.

The work of this school includes the various phases of Physical Education. Practical gymnastics, gymnastic games, folk dances and games, and fencing form an important part of the indoor work. The value of aesthetic dancing as a means of acquiring grace and bodily poise has been recognized of late years. Another and very important branch embraces practical work in outdoor games, basketball, hockey, and field sports. Because of the greater hygienic value of outdoor exercise, fully two-thirds of the work is done in the open. Frequent opportunities are afforded for horseback riding. Throughout the department the exercises are suited to the precise needs of the individual pupil, and the constant aim is to bring each girl nearer the physical ideal.

The work consists of gymnastics, folk dancing, swimming, athletics and athletic games, for which there is no charge; and of aesthetics dancing, fencing and riding, for which a charge is made. Every boarding pupil must spend three periods a week in physical training; one in gymnastics, the other two elective. Each morning that the weather permits twenty minutes outdoor exercise is required. At least six class lessons in swimming are required of all students who have not learned to swim.

No course will be considered completed by any student nor may she be graduated from any department until the required work in

Physical Education shall have been completed for each year of her attendance. In case of physical disability, the work will be adapted to the needs and capabilities of the student.

PLAYGROUND SUPERVISION

An awakened conscience relative to child welfare and a realization of the social and economic value of wholesome recreation for both young people and adults has made the playground movement one of national importance. The demand for trained workers, both voluntary and paid, in this field greatly exceeds the supply, and makes the course one of great practical value. The course embraces the History and Scope of the Playground Movement, Playground Organization, Administration and Conduct, and the Nature and Function of Play. The practical work includes Plain Sewing, Raffia Weaving, and Story-Telling; normal instruction in Folk Dances and Games; Gymnastic and Athletic Games; Athletics and Swimming.

Open to Senior Middle and Senior students. Two periods a week.

TWO YEAR NORMAL COURSE

In addition to the work outlined above, a two-years' course is offered to those who wish to specialize in Physical Education. It is open to students of the college department only, and as prerequisite a course in high-school Physics or Chemistry must have been completed.

First Year

THEORY	PRACTICE
Physiology (2)	Gymnastics
Anatomy (2)	Marching, Folk and Aesthetic Dancing
History of Physical Education.	Elementary Fencing
Personal Hygiene and Emergencies (2)	Gymnastic and Athletic Games
Principles of Voice Development (1)	Field and Track Athletics
Playground Supervision (2)	Swimming
One Senior Middle Elective (4)	Horseback Riding

Second Year

Physiology of Exercise. General Hygiene (3)	Gymnastics
Anthropometry. Physical Diagnosis (2)	Marching
Applied Anatomy. Practice Teaching (2)	National, Character and Interpretative Dancing
Training of Body and Voice (1)	Advanced Fencing
Psychology (4)	Gymnastic and Athletic Games
One Senior Elective (4)	Track and Field Athletics
	Advanced Swimming

During each year eight periods a week in practical work are required.

Points of Interest to Patrons

Handsome, well-equipped buildings and beautifully planned grounds.

The students enjoy the use of a beautiful and commodious country club house at Edenwold, the Ward-Belmont farm.

The residence halls and the academic building entirely separate.

Intelligent watchman constantly on duty.

Steam heat, modern plumbing, city sewerage.

Sterilized, filtered water runs ice-cooled to hygienic drinking fountains on every floor.

Well-equipped Domestic Science laboratory.

Light, airy dining halls, and scientifically equipped kitchen and bakery.

A diet table is maintained for those adjudged by physicians or the trained nurse as requiring such special care.

Milk, butter, poultry and vegetables largely supplied from Edenwold.

Gymnasium, with shower baths and swimming pool, free to all students.

Roof garden among the recent improvements.

Visitors received in the central parlors, not in residence halls.

Men callers received by written permission from parents addressed to the school.

Sunday visiting discouraged.

Student social rooms maintained in every dormitory.

Students are not to leave the campus without permission of the management.

Students not well enough to study or recite must go to the infirmary.

City correspondence allowed only on written request from parents.

Taste, economy, and propriety in dress are the subjects of constant care.

Borrowing and lending firmly discountenanced.

The pupil's needs in personal spending money are fully met in a monthly allowance of five to ten dollars.

Every resident student is expected to provide herself promptly with song book, Bible and other books for regular school use.

Neatness and order are expected of all students in the care of their rooms.

Chafing dishes and electrical appliances will not be allowed in the students' rooms. Rooms are provided for this purpose.

One teacher for every ten resident students.

Classes small enough to guarantee adequate individual attention.

A tutor is provided at moderate cost for students who need coaching to enable them to keep up with their classes.

Music teachers all conservatory trained under the best masters in America and Europe.

Eighty pianos including eight Steinway Grands and a Steinway Duo Art recently purchased.

The Star Entertainment course offers unusual advantages in lectures, musical recitals, concerts.

Loyal alumnae, enthusiastic student body, excellent school spirit.

Ponies are kept at Edenwold for the free use of the students when visiting the Ward-Belmont country club house.

Testimonials of character and health must accompany or follow each new pupil's application for admission.

Discipline in Ward-Belmont is simplified by a modified form of Student Government, properly safeguarded by Faculty supervision and coöperation.

Parents or guardians who register students accept all the conditions in this catalogue.

Except when they are in the Nashville homes of near relatives, pupils from a distance are required to board in the school.

The management reserves the right to dismiss any pupil whose influence is felt to be bad or whose health is a menace.

Rooms in the boarding department are assigned in the order of application, and early registration is advised. Every room in the residence halls was taken last year before the opening.

With the exception of a few single rooms, which may be had at extra cost, each bedroom is for two girls, and is furnished with single beds, separate closets, and other usual comforts.

Windows and doors of residence halls fitted with metal weather strips and copper screens, thus protecting against winter cold and summer insect annoyance.

Every provision against fire—regular fire drills, fire escapes, fire extinguishers, fire hose—though there is no fire in the buildings except in kitchens and bakery.

Boarding pupils are not allowed to visit in the city, except with the approval of parents and the school management. Permission is not granted to spend the night in the city, except in the home of near relatives or that of an official of the school.

Ward-Belmont does not lend money to students. Drafts made by students are honored by us only upon the written request from parents or guardians.

For the convenience of visiting patrons, rooming accommodations are provided in a cottage adjoining the campus. The rate for room and board is two dollars per day. No charge for the first two days.

Student body of 1916-17 represented the best homes in thirty-four States, thus affording the broadening educational advantages of a nation-wide acquaintanceship.

Practically every State north of the Ohio from New York to Oregon is represented in Ward-Belmont. Climatic conditions and

educational opportunities are such that nearly one-third of our student body now comes from the North.

Boarding students are under school regulations from the moment of their arrival in Nashville until their departure from the city. Parents should not, without conferring with the school, grant social or other permissions in the city before the student enters or after she leaves school.

A modern infirmary in the main building is maintained under professional supervision, and pupils who are too ill to meet school appointments are cared for here instead of in their bedrooms. A remotely isolated hospital is also maintained on the grounds for use in case of need.

School work, missed because of absence of reasonable length, necessitated by the pupil's illness, will be made up, if possible, under the direction of Ward-Belmont teachers, at no extra charge. Work missed for other reasons will be made up under tutors, specially provided, at the pupil's expense.

All permissions of parents or guardians should be written and addressed to the management and are subject to the approval of the management. Even during the visits of parents pupils are still subject to the rules of the school, and must meet all regular classroom or studio appointments.

The school bank, with its system of pass books, deposit slips, checks, and monthly balance reports, not only cares for the spending money of students, but teaches them how to keep a bank account, draw checks, and conduct their own financial affairs. We are not responsible for money or valuables not deposited in our vaults.

Each residence hall is in the charge of a hostess who devotes her entire time to the training of the girls of her household in such questions as appropriateness and simplicity in dress, neatness and order in the bedrooms, and is always accessible for counsel. In a word, these hostesses undertake to perform the office of the refined mother in a Christian home.

Parents and guardians are requested to coöperate with the school in securing good regular attendance. Students should be present the opening day of school and at roll call after the Christmas holidays, and should remain for the last roll call before Christmas and until the student body is dismissed on commencement day. Much educational value attaches to the commencement season, and no student should miss any part of it.

The following thirty-four States and Alaska were represented during the past year in Ward-Belmont: Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Virginia, West Virginia, Wisconsin.

Concerning Charges and Terms

In what follows we have named the lowest terms consistent with the accommodation, equipment, and high quality of teaching furnished. We are prepared to prove to the satisfaction of the discriminating that though Ward-Belmont is, in the class to which it belongs, not an expensive school, compared with schools offering similar advantages it will be found to be several hundred dollars less expensive. The charges are for the whole school year, and reductions cannot be made if the student for any reason, except the long illness of the girl herself, is withdrawn during the year. As Ward-Belmont's rooms are much in demand before the opening, and as applicants who would take the rooms for the whole year are often crowded out by previous applicants, it is neither ethically nor legally right for an earlier successful applicant to withdraw and expect the return of fees paid or due. Hence, in accordance with the uniform custom of other reputable schools, pupils are received for the entire session or part of session unexpired at time of entrance. No reduction will be made for absence immediately preceding or following the Christmas vacation or during the first four or last six weeks of the term; nor will reduction be made for absence during other periods, unless the student is absent on account of her own illness and for at least five weeks, when we shall divide equally with the patron the loss for the enforced absence.

Ward-Belmont has no confidential terms, and no one is authorized to negotiate with prospective patrons except upon the figures and terms named in this Catalogue.

EXPENSES AT WARD-BELMONT, NASHVILLE, TENN.

The school year consists of one term, begining September 19, 1917, and ending May 30, 1918, with a *Christmas vacation of approximately

*The school buildings are closed during the Christmas vacation, but provision is made for the board and care of pupils during this period at $12 a week.

two weeks, and the charges here named are for the whole school year. The year's expenses are payable in two installments, in September and January respectively, as stated below.

An advance registration fee of $25 should be forwarded with the application, which amount will be credited as a prepayment on the school account, but is not subject to return.

Board, room in main building, or in one of the cottages, with bath on hall, hot and cold water in the room, tuition in two or more subjects in the Literary Department (including Latin, French, German, Spanish), weekly class training in Poise and the Speaking Voice, weekly class demonstrations in Domestic Science or Interior Decoration, weekly class in Bookkeeping, Physical Training, Athletics, Swimming, use of Library, two girls in a room, each occupant.....$550 00

Payable $375 on entrance, balance on January 1.

Board, etc., as above, in rooms in suites of two with private bath, or in rooms with private bath, two girls in a room each occupant $650 00

Payable $450 on entrance, balance on January 1.

Single rooms in suites of two with private bath, and a few single rooms with private bath not in suites, are available for one occupant each at $750 for board and literary tuition, of which $500 is payable on entrance.

A few double rooms in the main building and in the cottages, two girls in the room, are available at $500 for each girl for board and literary tuition, of which $350 is payable on entrance.

Students who take work in two or more extras (the equivalent of at least two points—see page 37), and cannot find time in addition for more than the one required Literary subject will be credited with $25 on either of the above-mentioned sums for "board, etc."

Clergymen in active ministerial work are allowed a discount of seventy-five dollars on the regular course and twenty per cent on extras.

Each of the above-named fees for board and tuition includes Physical Training, so necessary to health, and the modern languages—French, German, and Spanish—all of which, in practically all other schools, are charged for as "extras." Swimming, generally an "extra" elsewhere, is also included without extra cost, as are weekly class lessons in Poise and Speaking Voice and weekly class demonstrations in Domestic Science and Interior Decoration—valuable additions to the Ward-Belmont general curriculum.

Our purpose is to reduce the number of "extras" by including in the curriculum without extra charge subjects usually required for graduation and many beneficial to all students. It is thus evident to one considering these features and the vast additions made to equipment and Faculty during the last few years that the charge for boarding students is remarkably reasonable. It is the policy of Ward-Belmont to include in the regular charge abundant provision for health in physical culture, every literary requirement for graduation, and the essentials for a broad culture. The charges listed below under "Extras" are made for those who wish to specialize in the subjects named or to supplement their work along those lines.

THE OTHER FEES REQUIRED

Due on Entrance

*Star Entertainment Course	$ 6 00
Infirmary fee, simple medicines and nurse's attention (except when a special attendant is necessary)	4 00
Use of house linen (see page 19)	10 00

EXTRAS (IF TAKEN)—CHARGES PER SCHOLASTIC YEAR

Payable three-fifths on entrance, balance on January 1.

Piano, individual lessons, two per week	$100 00
Piano, individual lessons, two per week, with Mr. Henkel	120 00
Piano, individual lessons, two per week, with Mr. Potjes	150 00
Voice, individual lessons, two per week	120 00
Voice, individual lessons, two per week, with Mr. Washburn	150 00
Use of practice piano, one and one-half hours per day, per year (each additional hour, $10)	15 00
Violin, individual lessons, two per week	125 00
Pipe Organ, two lessons per week with Mr. Henkel	150 00
Practice on practice Organ, one period per day, per session	25 00
Practice on large Organ, one period per day, per session	40 00
Orchestra class, free to violin pupils	20 00
Rudimentary Theory	10 00
Theory, Ear Training, or History of Music	15 00
Harmony, in class, each	25 00
Harmony, individual lessons, two per week	80 00
Sight Reading, in class	15 00

*In addition to the several really great concerts and lectures which may be heard in Nashville during the year, Ward-Belmont will present to its students during the session ten or more entertainments at a cost of $3,000 to $5,000, embracing some of the best in Music, Art, Expression, and Literature. This small fee will enable the students to hear these entertainments at a rate much lower than if they paid for individual tickets.

HUDSON COTTAGE

ACADEMIC BUILDING

WARD-BELMONT COUNTRY CLUB AT EDENWOLD

A BIT OF EDENWOLD, THE WARD-BELMONT FARM

Domestic Science, one course	65 00
Materials used in Domestic Science, each course, per year	15 00
Domestic Art, one course	50 00
Art, including all branches, two periods per day (extra periods, per year, each $15)	100 00
Arts and Crafts, Metalry, four periods a week, including class in design, one period a week	60 00
Italian and Greek, each	50 00
Expression, first and second year, five periods a week	100 00
Expression, third year course, five periods a week	120 00
Playground supervision	30 00
Riding Club, twelve rides	15 00
Physical Education Normal Course, (including Playground Supervision)	75 00
Typewriting	30 00
Shorthand and Typewriting	75 00
Use of typewriter, two hours a day	15 00
Bookkeeping, in classes of six or more	50 00
Laboratory fee, for students of Chemistry, $10; laboratory fee, for students of Biology or Physics (Extra charge for unnecessary breakages or wastefulness).	5 00
Laboratory fee for students in Pottery, $10; Clay Modeling	5 00
Laundry within liberal, but specified, limits	25 00

Graduation fee	10 00
Certificate fee	5 00

Pupils enter for the entire session or part of session unexpired at time of entrance. No reduction will be made for time lost during the first four or last six weeks of the term; nor will reduction be made for absence during other periods, except in cases of the protracted illness of the student herself, when the loss will be shared equally with the patron if the illness has kept the student for five weeks or more out of the school building.

School bills are due on entrance and on January 1, and are subject to sight draft after these dates.

For special booklets of the School of Music, Expression, Art or Home Economics, or for a book of Ward-Belmont Views, address

THE WARD-BELMONT SCHOOL,
Belmont Heights, Nashville, Tenn.

WARD-BELMONT MATRICULATES

COLLEGE STUDENTS

SENIOR CLASS

Adams, Cecilia Allen.....Texas
Anderson, Mary Van Rensselaer.Illinois
Barton, Carrie.....Tennessee
Blackman, Mary Book.....Tennessee
Brown, Amelia Elizabeth....California
Burns, Nell.....Virginia
Burts, Bess Gordon.....Texas
Cameron, Helen Margaret.....Illinois
Carl, Mary Elizabeth.....Ohio
Carpenter, Ellen Douglas.....Texas
Carter, Rowena Bennett.....Tennessee
Clover, Mary Agnes.....Ohio
Davis, Alice Lee.....Kentucky
Davis, Bertiedean.....Tennessee
Downing, Sarah Grace.....Oklahoma
Fast, Mary Catherine.....Iowa
Foster, Susan.....Missouri
Gammon, Betty Susan.....Missouri
Garth, Sadie Bell.....Kentucky
Greene, Portia..... California
Hainline, Anna Kathryn.....Illinois
Hoover, Ida S.....Tennessee
Hunt, Mary Aubyn.....Texas
Jarrell, Ada Joe.....Texas
Jarrell, Frances.....Tennessee
Jenkins, Alfreda Mary.....Texas
Johnson, Ophelia Frances.....Texas
Jordan, Emily Kathryn.....Illinois
Kiger, Vernon.....Tennessee
Landis, Linda.....Tennessee
Lemley, Ruth Mildred.....Ohio
Lowenberg, Henriette.....Mississippi
Magill, Sarah Rankin.....Tennessee
Mahoney, Martha Emily.....Tennessee
Matthews, Janet Agatha.....Missouri
McClure, Elizabeth.....Tennessee
McCrary, Bertine E.....Michigan
McLean, Virginia Ezell.....Tennessee
McMurry, Sara Elizabeth....Tennessee
Moore, Margaret Elizabeth.....Texas
Moore, Vivian.....Illinois
Mundy, Lois.....Georgia
Myers, Bessie.....Kentucky
Neil, Elizabeth Jane.....Tennessee
Palmer, Doris F.....Kentucky
Parker, Allene.....Texas
Parks, Mary Allene.....Tennessee
Paterson, Agnes Reed.....Iowa
Patrick, Esther Winifred....Tennessee
Peacock, Estelle.....Georgia
Pennewill, Josephine Clarke....Illinois
Pepper, Olive Walton.....Kentucky
Postal, Geneva Alice.....Michigan
Rebman, Mamie.....Alabama
Rutherford, Lou Alice.....Arkansas
Sager, Esther Juanita.....New Mexico
Saint Martin, Cidette.....Louisiana
Scott, Elida Weston.....Missouri
Scott, Ida Winston.....Missouri
Sloan, Elizabeth Kyle.....Arkansas
Spicer, Eunice Martha.....Minnesota
Steele, Anne Marie.....Texas
Suppinger, Lillian.....Kentucky
Thackaberry, Alice Lucille.....Illinois
Tippens, Sallye Amanda.....Tennessee
Turner, Elizabeth Stuart.....Arkansas
Wagner, Juanita Eugenla.....Kansas
Waldron, Ruth Allison.....Texas
Walker, Katharine Kenner....Kentucky
Wesson, Obedience Pointer..Mississippi
White, Jennie Davy.....Texas
Witcraft, Mildred.....Oklahoma
Wolfe, Adelyn Jane.....Nebraska
Wylie, Ida.....Alabama

SENIOR MIDDLE CLASS

Aikins, Charmian.....Missouri
Anderson, Mary.....Texas
Andre, Gladys Luvica.....Illinois
Armstrong, Annie.....Georgia
Barse, Grace.....Texas
Bartley, Helen.....Montana
Barton, Hattie.....Tennessee
Bennett, Hazel Jean.....Tennessee
Benson, Mary Pickens.....Arkansas
Bierschwale, Julia Beck.....Texas
Blotcky, Anne.....Nebraska
Bowers, Frances.....Arkansas
Brahan, Drusilla.....Mississippi
Brewer, Louise.....California
Brower, Lillian.....Tennessee
Brumbaugh, Beatrice.....Indiana
Buchanan, Mary.....Arkansas
Buck, Sophia Katharine.....Illinois
Burford, Lila.....Georgia
Burke, Helen.....Illinois
Carroll, Mildred.....Texas
Case, Undine.....Alabama
Clark, Helen S.....Pennsylvania
Clark, Mary Ellen.....Indiana
Clay, Elizabeth.....Alabama
Clemens, Mary Mable.....Kansas
Conner, America.....Texas
Cook, Geneva.....Kansas
Cottingham, Blanche.....Illinois
Craig, Elizabeth.....Illinois
Craig, Mattie B.....Texas
Crane, Mary J.....Ohio
Curry, Fleta May.....Texas
Davenport, Margaret.....Illinois

The Senior Class corresponds to the Sophomore Class of a standard College; the Senior Middle, to the Freshman.

The Junior Middle Class corresponds to the fourth year of a standard High School; the Junior, to the third High-School year; the Sophomore, to the second year; the Freshman, to the first year.

Irregular Students are those taking one or more Literary Courses while working in the schools of Music, Art, Expression, Physical Culture, and Home Economics.

Special Students are those who do not take any Literary studies. They are all Day Students who come from the city for work in the special schools named above.

Douthit, Mary.....Texas
Duke, Marie Louise.....Tennessee
Dunworth, Neva Jane.....Oklahoma
Edwards, Sadie Fuller.....Kentucky
Elliott, Clarite.....Texas
Fink, Helen McLain.....Ohio
Finley, Eudora.....Illinois
Foley, Helen.....Kansas
Folsom, Thelma C.....Wisconsin
Ford, Eleanor.....Mississippi
Fulllove, Sue Moore.....Louisiana
Gibbs, Pauline.....Texas
Giddens, Hattie.....Louisiana
Goldman, Louise.....Texas
Goudge, Doris M.....Texas
Gray, Lucile.....Illinois
Grundy, Ruth M.....Massachusetts
Gunder, Helen.....Illinois
Gunn, Nelle.....Tennessee
Hainsfurther, Madeline.....Illinois
Harper, Phyllis.....Illinois
Harrison, Alice.....Georgia
Hartley, Mabel.....Georgia
Hawkins, Ruth.....Texas
Hays, Coy C.....Texas
Head, Myrtle.....Louisiana
Herrick, Elizabeth.....Texas
Hickman, Helen.....California
Hicks, Frances.....Texas
Higgins, Grace.....Missouri
Hill, Evelyn Pittman.....Louisiana
Hockenberger, Elaine.....Nebraska
Holt, May.....Texas
Horne, Lois.....Oklahoma
Howard, Mary.....Texas
Hudson, Katherine.....Tennessee
Hudson, Myra.....Tennessee
Hughes, Margery.....Louisiana
Hutton, Violet.....Tennessee
Imhoff, Mary Evelyn.....Texas
Irby, Mildred.....Texas
Jackson, Carrie.....Louisiana
Jenkins, Lillian Maurice.....Illinois
Jones, Dorothy.....Indiana
Jones, Mary Terrell.....Alabama
Kern, Miriam.....Louisiana
King, Hazel O.....California
Kizer, Zeniar.....Illinois
Knight, Irene.....Illinois
Kramer, Corinne.....Illinois
Leahy, Cora.....Oklahoma
Leatherman, Helen.....Indiana
Leeth, Florence.....Indiana
Leggett, Elizabeth Ann.....Iowa
Lehman, Mrs. W. C.....Tennessee
Lillard Kathryn.....Texas
Long, Eleanor M.....Missouri
Lynd, Anna Zane.....Illinois
MacClay, Florence.....Illinois
Mallory, Margaret.....Iowa
Marseilles, Frances W.....Missouri
McCollum, Mozelle.....Texas
McCoun, Elizabeth B.....Kentucky
McDaniel Marcia.....Texas
McGinnis, Adah Aletha.....Kansas
McKee, Frankie R.....Kentucky
Meints, Mildred E.....Illinois
Merillat, Irene S.....Kansas
Merillat, Marvel M.....Kansas
Meyer, Mildred K.....Missouri
Miller, Ruth Emily.....Kansas
Miller, Sadye Augusta.....Arkansas
Mitchell, Hilda Carter.....Texas
Montgomery, Louise.....Texas
Moon, Marie.....Ohio
Moriarty, Florence.....Pennsylvania
Moses, Natalie.....Virginia
Muchmore, Hazel.....Kansas
Nicholson, Ruth A.....Kentucky
Norman, Leah.....Louisiana
Ott, Julia V.....Missouri
Patt, Leah M.....Missouri
Pfeffer, Margretta.....Illinois
Ponder, Evelyn.....Illinois
Price, Helen.....Illinois
Price, June.....Missouri
Rapp, Helen Douglas.....Ohio
Ray, Amelia Nell.....Tennessee
Regard, Ednabrown.....Louisiana
Regard, Zeline Wilfred.....Louisiana
Regen, Louise.....Tennessee
Remick, Lola M.....Ohio
Roberts, Bertha Mary.....Illinois
Robider, Josephine.....Georgia
Rowlen, Mary Pancake.....Ohio
Rubel, Helen E.....Mississippi
Ruhl, Esther.....Missouri
Sartorius, Jean.....Mississippi
Scheer, Marian.....Kansas
Sellars, Mabel.....Missouri
Shelton, Elizabeth.....Missouri
Shelton, Marjorie H.....Illinois
Shurts, Josephine.....Illinois
Silverman, Bess.....Oklahoma
Silverman, Frances.....Oklahoma
Singer, Annie.....Georgia
Skinner, Margaret Preston.....Texas
Slaton, Fletcher.....Alabama
Sledge, Catherine Valliant...Mississippi
Smith, Arline.....Oklahoma
Smith, Josephine.....Tennessee
Smith, Mae Lucille.....Louisiana
Smith, Zilpah M.....Ohio
Snadon, Martha D.....Tennessee
Snodgrass, Eugenia.....Alabama
Spivey, Jean.....Mississippi
Stanfield, Faye.....Illinois
Stout, Leota.....Missouri
Stroeck, Rose Lee.....Texas
Stubbs, Hazel.....Colorado
Sutton, Frances.....Missouri
Taber, Esther.....Ohio
Taylor, Veda.....Iowa
Thomas, Louise E.....Illinois
Thompson, Adelaide.....Michigan
Trimble, Margaret.....Illinois
Turner, Josephine.....Illinois
Turney, Frances.....Iowa
Tykle, Elizabeth M.....Indiana
Varnedoe, Ella Louise.....Georgia
Voss, Eddie Parrollee.....Tennessee
Walton, Frances Overton.....Tennessee
Welch, Mary Ann.....Kansas
Welch, Merle Ross.....Tennessee
Welch, Mildred.....Kentucky
Whorley, Louella.....Tennessee
Wilson, Ella Bird.....Illinois
Witherspoon, Cornelia.....Tennessee
Witherspoon, Mary Gladys...Tennessee
Wood, Helen K.....Missouri
Wooley, Helen.....California
Wootten, Corinne.....Oklahoma
Wyche, Minnie.....Louisiana
Youngblood, Oleta.....Texas
Zimmerman, Elizabeth M.....Illinois

COLLEGE SPECIAL CLASS

Armstrong, Priscilla K.....Arkansas
Barbour, Anjanette D.....Ohio
Booth, Flora L.....Ohio
Boswell, Ella.....Texas
Bowles, Helen.....Illinois
Brabham, Myrtice.....South Carolina
Brewster, Elsie.....Kansas
Brower, Eva Lea.....Tennessee
Brown, Helen.....Louisiana
Brown, Louise.....Alabama
Bryant, Ola Maie.....Tennessee
Buchanan, Martha Lynne....Tennessee

Cappa, Della.....Texas
Carrigan, Mary Kim.....Arkansas
Crosser, Elizabeth C.....New York
Cruse, Jack.....Texas
Davis, Lucile.....Texas
Dole, Mildred H.....Indiana
Dulin, Neil.....Kentucky
Ely, Ariana M.....Mississippi
Fite, Gladys.....Tennessee
Foreman, Bennie Lenora.....Arkansas
Gollihar, Edna.....Texas
Goodman, Ruth M.....Tennessee
Hall, Frances Lillian.....Texas
Harris, Frances.....Texas
Hayes, Willie.....Tennessee
Henley, Gladys.....Tennessee
Hodges, Lou Neita.....Texas
Hoffmann, Mayre Gretchen.....Iowa
Howell, Zelma Grace.....Arizona
Hughes, Addie.....Texas
Kerr, Genevieve.....Texas
Kimmons, Myrtle.....Tennessee
Kirkman, Kathryn.....Indiana
Lake, Alberta.....Mississippi
Langford, Zola.....Florida
LaRue, Margaret.....Texas
Lee, Cora Alice.....Texas
Lockhart, Ethel.....Tennessee
Logan, Mary.....Georgia
Maetze, Rebecca.....Texas
Martin, Clara Kathryn.....Kansas
Mattes, Helen.....Iowa
McKee, Verna E.....Kentucky
McLean, Jennie Numsen.....Texas
Mercer, Hazel W.....Ohio
Minich, Pauline.....Indiana
Moffitt, Fannie.....Tennessee
Moncrief, Ruth.....Louisiana
Montgomery, Frank.....Mississippi
Moore, Ruth.....Texas
Mouch, Lois H.....Indiana
Norwood, Mildred.....Texas
Offenhauser, Marjorie.....Texas
Parker, Jewel.....Texas
Parry, Lucy.....Tennessee
Peagler, Myra.....Alabama
Petro, Frances Mildred.....Kansas
Pitchford, Elysabeth.....Mississippi
Powell, Winnie.....Texas
Prohaska, Mary Allte.....Louisiana
Ratcliff, Anna May.....Louisiana
Rauch, Florence M.....Indiana
Robider, Lucille.....Georgia
Rochelle, Ruth Glenn.....Tennessee
Schuessler, Margaret.....Alabama
Shelburne, Elizabeth.....Kentucky
Shepard, Jessie Fay.....Louisiana
Shoemaker, Miriam.....Illinois
Sillers, Evelyn.....Mississippi
Smith, Luruth.....Texas
Sparks, Willie May.....Tennessee
Sutton, Dorothy.....New York
Tate, Lorena.....Mississippi
Thomson, Louise Andria.....Alabama
Turney, Eleanor.....Iowa
Vollor, Madaline.....Illinois
Wadsworth, Rosa.....Alabama
Walton, Mattie Myreon.....Tennessee
Whaley, Thelma.....Oklahoma
White, Hattye Mae.....Texas
Wilson, Irene A.....Ohio
Wright, Winnifred S.....Iowa
Wyche, Katye.....Louisiana
Zigler, Ione Marie.....Louisiana
Zimmerman, Freda.....Oklahoma

PREPARATORY STUDENTS

JUNIOR MIDDLE CLASS

Adickes, Adelle.....Texas
Aikins, Erma Kathleen.....Missouri
Anderson, Leila Beall.....Texas
Arnald, Winifred.....Montana
Atchison, Emma Morrow.....Tennessee
Berger, Mary Frances.....Arizona
Billingsley, Betty.....Illinois
Boddie, Dorothy Fay.....Mississippi
Bodine, Edythe Wallace..Pennsylvania
Brandt, Margaret DuVall.....Maryland
Burt, Alice.....Mississippi
Caro, Georgia.....Alaska
Clower, Willie L.....Texas
Cope, Elizabeth J.....Illinois
Copeland, Caroline E.....Alabama
Craig, Mary Elizabeth.....New Mexico
Davies, Frances Allen.....Tennessee
Dickinson, Mary Lewis..West Virginia
Fentress, Ida Elizabeth.....Kentucky
Fisher, Edna.....Tennessee
Foshee, Mary.....Alabama
Gibbs, Cecile.....Texas
Heidelberg, Bessie.....Mississippi
Hiestand, Gladys I.....Illinois
House, Annie James.....Tennessee
Jackson, Virginia Ruth.....Louisiana
Jacobs, Lightie.....Tennessee
Jenkins, Anna May.....Illinois
Johnson, Helen.....Illinois
Johnston, Olive Isbel.....Missouri
Jones, Frances Elizabeth.....Montana
Jones, Lonnie Maples.....Tennessee
Killebrew, Helen Elizabeth...Tennessee
Kraft, Virginia.....Kentucky
Lampton, Adine.....Mississippi
Long, Ruth LaVenia.....Tennessee
Loyd, Eloise.....Mississippi
Lusky, Madelyn.....Tennessee
Magee, Rosebud.....Mississippi
McInnis, Mary Lou.....Mississippi
Moore, Dorothy Evelyn.....Texas
Murray, Margaret.....California
Patton, Jeannette.....Illinois
Reese, Genevieve.....Kentucky
Roddy, Ellen D.....Tennessee
Rogers, Semie.....Louisiana
Roller, Eileen.....Tennessee
Sandusky, Mary Morris.....Florida
Shipp, Ruth Sawrie.....Tennessee
Skiles, Helen Louise.....Illinois
Smith, Bertie.....Louisiana
Spellings, Mayberry.....Texas
Sykes, Frances Louise.....Tennessee
Tainter, Charlotte.....Illinois
Tone, Margaret.....Texas
Trimble, Ennice Mae.....Kentucky
Vicars, Lila.....Virginia
Way, Margaret E.....Tennessee
Webb, Iris.....Tennessee
Wefel, Dorothy.....Alabama
Westmoreland, Esther.....Texas
Whidden, Ruby Elaine.....Florida
Williams, Sophia.....New Mexico
Wise, Marguerite.....Arizona
Witherspoon, Ruth Elizabeth.Tennessee
Yancey, Elizabeth.....Tennessee
Yeatman, Reba Lee.....Tennessee

JUNIOR CLASS

Allnutt, Mary Alice.....Maryland
Alston, Helen.....Georgia
Bartlett, Madge.....Missouri
Batchelor, Elinor Lois.....Michigan
Bates, Marie Velma.....Alabama
Bell, Louise S.....Illinois

Belt, John Ida.....Oklahoma
Birmingham, Hazel.....Tennessee
Blaydes, Edith.....Tennessee
Bradley, Elsie Mae.....Tennessee
Brewer, Clarence Bruce.....Texas
Bryan, Louise.....Alabama
Chandler, Frances Corinne..Mississippi
Clement, Elizabeth.....Tennessee
Coggins, Elizabeth.....Georgia
Cole, Martha Josephine.....Tennessee
Conger, Laura G.....Tennessee
Dodson, Orlean.....Tennessee
Edmundson, Julia Ann.....Texas
Embry, Elizabeth.....Tennessee
Emerson, Ruth.....Tennessee
Fleming, Kathleen E.....Tennessee
Fleming, Minnie Luther.....Tennessee
Ford, Gladys.....Tennessee
Ford, Kathleen.....Illinois
Fowler, Louise M.....Texas
Grace, Marie.....Missouri
Grider, Gladys.....Arizona
Hager, Louie Mai.....Tennessee
Harrell, Freddye.....Louisiana
Hilburn, Kathleen Adair.....Florida
Hollinshead, Margaret W....Tennessee
Lawnin, Josephine.....Illinois
Long, Maymee D.....Tennessee
Lovin, Fanny.....Arizona
Marshall, Mary Belle.....Tennessee
McGee, Frank R.....West Virginia
Merrill, Elizabeth.....Tennessee
Miller, Edith R.....Oklahoma
Mullendore, Bessie.....Oklahoma
Murphy, Ruby Dan.....Texas
Orchard, Beverly.....Tennessee
Pettus, Lady Marie.....Arkansas
Powers, Irma.....Texas
Samuel, Lucile A.....Louisiana
Selley, Mattie Ruth.....Tennessee
Shanks, Alma Willis.....Texas
Shropshire, Margaret.....Kentucky
Simpson, Louise.....Tennessee
Smith, Sara.....Georgia
Snyder, Emma Gene.....New Mexico
Stande, Hilda.....Texas
Taylor, Dena.....Louisiana
Taylor, Eleanor.....Tennessee
Templeton, Betty.....Texas
Van Amburg, Helen.....Tennessee
Weirauch, Leonora C.....Arkansas
Whitesell, Lillian Bird.....Tennessee
Williams, Bessie.....Tennessee
Williamson, Frances A.....Tennessee
Woods, Margarett.....Tennessee
Zick, Mary Mildred.....Missouri

SOPHOMORE CLASS

Anthony, Billie.....Tennessee
Ashworth, Jennie Allien.....Tennessee
Atkins, Eula.....Arkansas
Baird, Martha.....Tennessee
Barbee, Margaret Read.....Tennessee
Bird, Laura Beauchamp.....Missouri
Bissett, Hazel.....Tennessee
Brabham, Mary Malone..South Carolina
Campbell, Blanche.....Texas
Carmichael, Iona M.....Alabama
Christoph, Frances D.....Wisconsin
Coke, Jennie Winston.....Kentucky
Coyle, Elizabeth.....Tennessee
Cullom, Isabella.....Tennessee
Davis, Catherine R.....Tennessee
Dickinson, Leona.....Illinois
Edwards, Gladys.....Kentucky
Furrh, Bernice.....Texas
Gibson, Pearl Mehard.....Tennessee
Goldner, Celia.....Tennessee
Graves, Tullia.....Oklahoma
Greene, Katherine M.....Illinois
Guitar, Mary Elizabeth.....Texas
Hall, Mary Avon.....Tennessee
Halle, Emily.....Tennessee
Hendrick, Louise.....Tennessee
Herrick, Clarissa Harlow.....Montana
Holman, Lucile.....Tennessee
Hoover, Amy.....Illinois
Hopkins, Sarah.....Tennessee
Jacobs, Madeleine Ruffner....Alabama
Kerley, Julia.....Louisiana
Lane, Jennie Moore.....Louisiana
LaPlante, Ferne.....Iowa
Loftus, Marguerite.....Texas
Love, Dorothy.....Tennessee
Miller, Alice Leslie.....Kentucky
Miller, Mary.....Illinois
Milligan, Harriet.....Ohio
Mitchell, Josephine.....Oklahoma
Molitor, Anita.....Illinois
Moran, Elizabeth.....Tennessee
Myers, Annie Sue.....Tennessee
Noe, Virginia.....Kentucky
Norman, Nellie Mae.....Louisiana
Parsley, Cleo.....Missouri
Potter, Marjorie.....Texas
Rebman, Lorena.....Alabama
Rogers, Elizabeth.....Tennessee
Rogers, Ella Mae.....Texas
Schleicher, Mary Agnes.....Tennessee
Spragins, Susie Echols.....Alabama
Sudekum, Sara.....Tennessee
Thackaberry, Marguerite.....Illinois
Tillman, Kathleen.....Tennessee
Towns, Myrteil.....Texas
Waldrep, Eula.....Alabama
Walker, Rowena.....Texas
Warren, Lucile.....Texas
Warren, Margaret.....Tennessee
Watts, Martha.....Mississippi
Weil, Marie.....Tennessee
Wiggins, Dorothy.....Missouri
Woodside, Margaret.....Texas
Woolwine, Mildred.....Tennessee
Youngblood, Juanita.....Texas

FRESHMAN CLASS

Bainbridge, Dorothy.....Tennessee
Barker, Inez.....Tennessee
Brabham, Helen Virginia...S. Carolina
Brown, Alice .....Texas
Brown, Lucille.....Tennessee
Buckner, Elizabeth Jackson..Tennessee
Cage, Alva Jo.....Tennessee
Clement, Rachel Lee.....Tennessee
Carter, Rubye Lee.....Texas
Cooke, Mabel H.....Tennessee
Cowden, Ruth.....Tennessee
Cutshaw, Marguerite.....Kentucky
Darling, Marcelle.....Oklahoma
Eberhart, Gertrude.....Tennessee
Edwards, Lucy.....Tennessee
Filgo, Margaret M.....Tennessee
Garrett, Katharine.....Kentucky
Helburn, Mary.....Kentucky
Hewitt, Reba.....Tennessee
Hill, Elizabeth Allen.....Tennessee
Hollinshead, Dorinda.....Tennessee
Howe, Inez Wood.....New Jersey
Joslin, Eula.....Tennessee
Kumler, Emma.....Ohio
Long, Juanita.....Tennessee
Love, Anne Greyson.....Tennessee
McGowen, Margaret Bee.....Iowa
McIntosh, Mildred K.....Oklahoma
Mathews, Marian Adele.....Tennessee
Moseley, Eugenia Fletcher....Tennessee

Munch, Luz.....Louisiana
Peterman, Frances.....Louisiana
Rawls, Martha.....Tennessee
Roberts, Edith Scott.....Tennessee
Sharpe, Elizabeth.....Tennessee
Shwab, Emily.....Tennessee
Stapp, Mozelle.....Tennessee
Thompson, Harriet.....Missouri
Trabue, Olivia.....Tennessee
Truett, Margaret Louise.....New York
Warner, Martha Wooten.....Tennessee
Williams, Marion E.....Illinois

GRAMMAR SCHOOL STUDENTS

Adams, Florence M.....Tennessee
Allen, Carolyn.....Tennessee
Allen, Mary G.....Tennessee
Baird, Helen.....Tennessee
Bissett, Grace.....Tennessee
Caruthers, Minnie.....Tennessee
Clark, Laura.....Mississippi
Clarkson, Sarah Elizabeth....Tennessee
Cowden, Mildred.....Tennessee
Dickinson, Martha O.....Tennessee
Dudley, Trevania Dallas.....Tennessee
Duval, Margaret.....Tennessee
Fithlan, Elizabeth Edith....Mississippi
Fuller, Elizabeth.....Tennessee
Garrabrant, Elsie.....Tennessee
Gray, Frances Alberti.....Tennessee
Hackett, Lyda Willis.....Illinois
Harris, Dorothy.....Tennessee
Haston, Evelyn.....Tennessee
Higgins, Katherine Hapgood.Tennessee
Higgins, Lucia Cornelia.....Tennessee
Howse, Elizabeth.....Tennessee
Hubbs, Mary Neville.....Tennessee
Hudson, Annie Mary.....Tennessee
Ingram, Harriett W.....Tennessee
Jones, Ella Helen.....Oklahoma
Leonard, Jean.....Tennessee
Luck, Susan.....Tennessee
Milum, Osia B.....Tennessee
Morelli, Whitfield.....Tennessee
Ogilvie, Mabel.....Tennessee
Parman, Martha.....Tennessee
Price, Virginia.....Tennessee
Riddle, Virginia.....Tennessee
Settle, Esther.....Tennessee
Warden, Margaret Lindsley..Tennessee
Wheeler, Emma Lou.....Tennessee
Wilkinson, Jennie.....Tennessee
Wilson, Mary Elizabeth.....Tennessee

PREPARATORY SPECIAL CLASS

Ainsworth, Maxine.....Colorado
Amis, Rebecca.....Tennessee
Bartel, Florence M.....Indiana
Bond, Artie.....Kentucky
Bray, Everita.....Texas
Chattin, Dimple.....Tennessee
Coke, Amanda McCutchen....Kentucky
Davis, Willie Virginia.....Texas
Deen, Grace.....Florida
Detchemendy, Gretchen.....Missouri
Emerson, Ethel Edward.....Mississippi
Fisher, June.....Alabama
Florence, Emily Odene.....Georgia
Godwin, Mittie Louise.....Tennessee
Greene, Emaline.....Tennessee
Halley, Lucile.....Tennessee
Hassell, Pauline.....Tennessee
Heeter, Hazel T.....West Virginia
Henson, Katherine.....Kentucky
Hill, Irene.....Wisconsin
Jones, Genevra.....Missouri
Jones, Mayme.....Kentucky
Jones, Viola Barrow.....Louisiana
Kendrick, Margaret.....Illinois
Kirk, Artelle.....Texas
Knight, Louise.....Tennessee
Landers, Louise.....Tennessee
Lisenby, Jessie.....Texas
Lofton, Helen Dolly.....Arkansas
McLennan, Elizabeth.....Illinois
Marks, Aimee B.....Kentucky
Moore, Grace E.....Tennessee
Moss, Ruth Lavern.....Tennessee
Mott, Irene.....New Jersey
Orr, Anne.....Tennessee
Peck, Bea.....Texas
Peck, Josephine.....Texas
Prickett, Thelma.....Louisiana
Reynolds, Lois.....Mississippi
Rives, Lucile.....Texas
Rominger, Hallie.....Texas
Sanford, Anne.....Tennessee
Sears, M. Kathryn.....Mississippi
Sharp, Jama.....Tennessee
Spence, Florence.....New Mexico
Taylor, Helen D.....Georgia
Thompson, Catherine.....Missouri
Trice, Mary.....Tennessee
Trull, Madelyn.....Massachusetts
Walker, Emma.....Texas
Weeks, Joan E.....Illinois
White, Jackie.....Texas
Willetts, Ruth Potter.....Illinois

SPECIAL STUDENTS

Allensworth, Minnie.....Tennessee
Anderson, Mrs. W. R.....Tennessee
Andrews, Mildred.....Tennessee
Arnold, Helen.....Wisconsin
Aul, Louise.....Tennessee
Bayer, Helen Elizabeth.....Tennessee
Beal, Bessie Mai.....Tennessee
Beasley, Susie Mai.....Tennessee
Bell, Maggie.....Tennessee
Benedict, Louise.....Tennessee
Bernstein, Clarence, Jr.....Tennessee
Bernstein, Phillip.....Tennessee
Black, Ella D.....Tennessee
Blanks, Nova Lynn.....Tennessee
Bledsoe, Frances.....Tennessee
Bogle, Elizabeth.....Tennessee
Brackin, Ellene.....Tennessee
Bransford, Anne Dudley.....Tennessee
Brown, Hermosa.....Missouri
Brown, Virginia.....Tennessee
Buchanan, Mai.....Tennessee
Burroughs, Mrs. G. W.....Tennessee
Bush, Fannie May.....Tennessee
Carpenter, Rachel.....Tennessee
Carter, Leah.....Tennessee
Carter, Thomas.....Tennessee
Chapman, Ruth.....Tennessee
Cohen, Hazel Lai.....Tennessee
Compton, Nell.....Tennessee
Cooper, Mrs. Robin.....Tennessee
Cotton, Mary Yoxall.....Tennessee
Cowden, Eleanora W.....Tennessee

Donegan, Mary.....Tennessee
Dorman, Bessie.....Tennessee
Dorris, Bernice.....Tennessee
Dorris, Lucile.....Tennessee
Drane, Wesley.....Tennessee
Draper, Bessie.....Tennessee
Early, Evelyn.....Tennessee
Ensor, Bertha.....Tennessee
Evans, Frances.....Tennessee
Ewing, Llewellyn.....Tennessee
Fain, Dorothy.....Tennessee
Faw, Kernan.....Tennessee
Fentress, Ailine.....Tennessee
Foster, Ruth.....Tennessee
Fry, Dora Mae.....Tennessee
Fry, Josephine.....Tennessee
Fuller, Elizabeth.....Tennessee
Fulton, Mrs. Lucile S.....Tennessee
Geny, Christine E.....Tennessee
Gillespie, Mamie Louise.....Tennessee
Gilmer, Nora.....Virginia
Hall, Eleanor.....Tennessee
Hall, Laura.....Tennessee
Hallock, Mrs. E. D.....Tennessee
Hardwick, Mrs. N. P.....Tennessee
Harrington, Mildred A.....Tennessee
Hayes, Annie Lee.....Tennessee
Hayes, Annie Maye.....Tennessee
Hege, Flora B.....Kansas
Hickman, May Spencer.....Tennessee
Hitchcock, Sara.....Tennessee
Hood, Elmo C.....Tennessee
Hopkins, Glenn.....Tennessee
Hopkins, Leslie.....Tennessee
House, Sarah Park.....Tennessee
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James, Ruby.....Tennessee
Jarratt, Aubrey.....Tennessee
Jennings, Pauline.....Tennessee
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Jones, Catherine.....Tennessee
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King, Mary Ethel.....Tennessee
Knox, Gladys.....Tennessee
Lallemand, Freeda Mal.....Tennessee
Landis, Mary.....Tennessee
Levy, Hazel L.....Tennessee
Levy, Leah Belle.....Tennessee
Lindsley, Henrietta.....Tennessee
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Lunsford, Julia.....Tennessee
Lusk, Mrs. Robert.....Tennessee
Mahoney, Mary.....Tennessee
Manlove, Mary.....Tennessee
Matthews, Mrs. D.....Tennessee
McBride, Euclid.....Tennessee
McGill, Annie Kendrick.....Tennessee
McGugin, Lucy Ann.....Tennessee
McPherson, Helen Wallace...Tennessee
McQuiddy, Marion Sue.....Tennessee
McReynolds, George.....Kentucky
McCoy, Mary Ed.....Tennessee
Meiers, Marguerite.....Tennessee
Mendelsohn, Louise.....Tennessee
Miller, Charlene.....Tennessee
Morgan, Viva Grace.....Tennessee
Morris, Edna Earl.....Tennessee
Morrissey, Margaret.....Tennessee
Morrow, Margaret E.....Tennessee
Moxley, Dorothy E.....Tennessee
Murphree, Evelyn.....Tennessee
Nelson, Virginia.....Tennessee
Nenon, Gertrude.....Tennessee
Newell, Arline H.....Tennessee
Nichols, Hattie.....Tennessee
Owsley, Ruth.....Tennessee
Parker, Fitzgerald, Jr.....Tennessee
Phillips, Mrs. J. H.....Tennessee
Pickett, Alice.....Tennessee
Pilcher, Catherine Berry.....Tennessee
Regen, Martha.....Tennessee
Rhea, Frances Preston.....Tennessee
Rippy, Mrs. Fred J.....Tennessee
Roberts, Mrs. Jack.....Tennessee
Salter, Mildred.....Tennessee
Savage, Leslie Nelson.....Tennessee
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Sherley, Elizabeth Goff.....Tennessee
Simon, Hazel.....Tennessee
Skinner, Eula Mae.....Tennessee
Slater, Helen.....Tennessee
Smartt, Mrs. Wm.....Tennessee
Smith, Eudora A.....Tennessee
Smith, Mrs. H. L.....Tennessee
Smith, Marie.....Tennessee
Smith, Milford.....Tennessee
Smith, Roberta.....Tennessee
Stephens, Inez.....Tennessee
Stivers, Mrs. Mark.....Tennessee
Stockell, Mrs. Frank.....Tennessee
Stokes, Adrienne.....Tennessee
Street, Katherine.....Tennessee
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Taylor, Annie M.....Tennessee
Thuss, Clemence.....Tennessee
Tolmie, Margaret Phillips...Tennessee
Turley, Mary.....Tennessee
Turnbull, Julia.....Tennessee
Vaden, Lucille.....Tennessee
Vick, Mrs. E. H.....Tennessee
Wade, Dorothy.....Tennessee
Waller, Martha N.....Tennessee
Warner, Emily.....Tennessee
Watkins, Vivian.....Tennessee
Weakley, Martha.....Tennessee
Webb, Susanna.....Tennessee
Weinstein, Beatrice.....Tennessee
Weinstein, Bernard.....Tennessee
Wells, Jennie.....Tennessee
Westenberger, Kathleen.....Tennessee
Wheeler, Elizabeth.....Tennessee
Wheeler, Nina Lloyd.....Tennessee
Whitsett, Louise.....Tennessee
Whittemore, Mrs. W. M.....Tennessee
Wilkerson, Dorothy.....Tennessee
Williams, Carolyne.....Tennessee
Wilson, Florine E.....Tennessee
Woll, Louise A.....Oklahoma
Woods, Paul.....Tennessee
Woods, Sallie Mai.....Tennessee
Young, Evelyn.....Tennessee
Zander, Reba.....Tennessee

RECAPITULATION

BOARDING STUDENTS BY STATES

Alabama	22	Illinois	66
Alaska	1	Indiana	12
Arizona	6	Iowa	12
Arkansas	15	Kansas	14
California	7	Kentucky	30
Colorado	2	Louisiana	33
Florida	5	Maryland	2
Georgia	14	Massachusetts	1

Michigan	4
Minnesota	1
Mississippi	32
Missouri	31
Montana	4
Nebraska	3
New Jersey	1
New Mexico	5
New York	2
Ohio	17
Oklahoma	19
Pennsylvania	3
Rhode Island	1
South Carolina	3
Tennessee	65
Texas	98
Virginia	3
West Virginia	3
Wisconsin	3

Boarding students from thirty-four States and Alaska.....540

GRADUATES AND CERTIFICATE PUPILS

GRADUATE IN THE WARD-BELMONT CLASSICAL COURSE

Paterson, Agnes Reed.....Iowa

GRADUATE IN THE WARD-BELMONT GENERAL COURSE

Adams, Cecilia Allen.....Texas
Anderson, Mary Van Rensselaer.Illinois
Barton, Carrie.....Tennessee
Blackman, Mary Book.....Tennessee
Brown, Amelia Elizabeth.....California
Burns, Neil.....Virginia
Burts, Bess Gordon.....Texas
Carl, Mary Elizabeth.....Ohio
Carpenter, Ellen Douglas.....Texas
Clover, Mary Agnes.....Ohio
Davis, Alice Lee.....Kentucky
Davis, Bertiedean.....Tennessee
Downing, Sarah Grace.....Oklahoma
Fast, Mary Catherine.....Iowa
Foster, Susan.....Missouri
Gammon, Betty Susan.....Missouri
Garth, Sadie Bell.....Kentucky
Greene, Portia.....California
Hainline, Anna Kathryn.....Illinois
Hoover, Ida S.....Tennessee
Hunt, Mary Aubyn.....Texas
Jarrell, Ada Joe.....Texas
Jarrell, Frances.....Tennessee
Jenkins, Alfreda Mary.....Texas
Johnson, Ophelia Frances.....Texas
Jordan, Emily Kathryn.....Illinois
Landis, Linda.....Tennessee
Lemley, Ruth Mildred.....Ohio
Lowenburg, Henriette.....Mississippi
Mahoney, Martha Emily.....Tennessee
Matthews, Janet Agatha.....Missouri
McLean, Virginia Ezell.....Tennessee
McMurry, Sara Elizabeth....Tennessee
Moore, Margaret Elizabeth.....Texas
Moore, Vivian.....Illinois
Mundy, Lois.....Georgia
Myers, Bessie.....Kentucky
Neil, Elizabeth Jane.....Tennessee
Palmer, Doris F.....Kentucky
Parker, Allene.....Texas
Parks, Mary Allene.....Tennessee
Peacock, Estelle.....Georgia
Pennewill, Josephine Clarke....Illinois
Pepper, Olive Walton.....Kentucky
Postal, Geneva Alice.....Michigan
Rutherford, Lou Alice.....Arkansas
Sager, Esther Juanita.....New Mexico
Saint Martin, Cidette.....Louisiana
Scott, Elida Weston.....Missouri
Scott, Ida Winston.....Missouri
Sloan, Elizabeth Kyle.....Arkansas
Spicer, Eunice Martha.....Minnesota
Suppinger, Lillian .....Kentucky
Thackaberry, Alice Lucile.....Illinois
Tippens, Sallye Amanda.....Tennessee
Turner, Elizabeth Stuart.....Arkansas
Wagner, Juanita Eugenia.....Kansas
Waldron, Ruth Allison.....Texas
Walker, Katharine Kenner...Kentucky
Wesson, Obedience Pointer..Mississippi
White, Jennie Davy.....Texas
Wolfe, Adelyn Jane.....Nebraska
Wylie, Ida .....Alabama

GRADUATES IN THE SCHOOL OF EXPRESSION

Cameron, Helen Margaret.....Illinois
Carter, Rowena Bennett.....Tennessee
Landis, Linda.....Tennessee
McClure, Elizabeth.....Tennessee
Saint Martin, Cidette.....Louisiana
Steele, Anne Marie.....Texas
Witcraft, Mildred.....Oklahoma

GRADUATE IN PIANO

Kiger, Vernon.....Tennessee

GRADUATES IN HOME ECONOMICS

Adams, Cecilia Allen.....Texas
Magill, Sarah Rankin.....Tennessee
McCrary, Bertine E.....Michigan
Moore, Margaret Elizabeth.....Texas
Patrick, Esther Winifred....Tennessee
Pennewill, Josephine Clarke....Illinois
Rebman, Mamie.....Alabama
Wolfe, Adelyn Jane.....Nebraska

FIRST YEAR COLLEGE CERTIFICATE PUPILS

Bierschwale, Julia Beck.....Texas
Jenkins, Lillian Maurice.....Illinois
Mitchell, Hilda Carter.....Texas
Ray, Amelia Nell.....Tennessee
Thomson, Louise Andria.....Alabama
Voss, Eddie Parrollee.....Tennessee

HIGH SCHOOL CERTIFICATE PUPILS

Alkins, Erma Kathleen.....Missouri
Arnald, Winifred.....Montana
Atchison, Emma Morrow.....Tennessee
Berger, Mary Frances.....Arizona

Billingsley, Betty.....Illinois
Caro, Georgia.....Alaska
Gibbs, Cecile.....Texas
Jenkins, Anna May.....Illinois
Johnston, Olive Isbel.....Missouri
Jones, Frances Elizabeth.....Montana
Long, Ruth LaVonia.....Tennessee
Moore, Dorothy Evelyn.....Texas
Sandusky, Mary Morris.....Florida
Skiles, Helen Louise.....Illinois
Trimble, Eunice Mae.....Kentucky
Witherspoon, Ruth E.....Tenneessee
Yeatman, Reba Lee.....Tennessee

PIANO CERTIFICATE PUPILS

Blackman, Mary Book.....Tennessee
Carter, Leah.....Tennessee
Gillespie, Mamie Louise.....Tennessee
Hopkins, Glenn.....Tennessee
Smith, Roberta.....Tennessee

VOICE CERTIFICATE PUPIL

Kirkman, Kathryn.....Indiana

ART CERTIFICATE PUPIL

Whaley, Thelma.....Oklahoma

EXPRESSION CERTIFICATE PUPILS

Burt, Alice.....Mississippi
Foster, Susan.....Missouri
Fry, Dora Mae.....Tennessee
Hawkins, Ruth.....Texas
Howell, Zelma Grace.....Arizona
Hutton, Violet.....Tennessee
Killebrew, Helen Elizabeth...Tennessee
Shipp, Ruth Sawrie.....Tennessee
Sloan, Elizabeth Kyle.....Arkansas
Thomson, Louise Andria.....Alabama
Turner, Elizabeth Stuart.....Arkansas
Voss, Eddie Parrollee.....Tennessee
Waldron, Ruth Allison.....Texas

HOME ECONOMICS CERTIFICATE PUPIL

Carrigan, Mary Kim.....Arkansas

DOMESTIC SCIENCE CERTIFICATE PUPILS

Regard, Zeline Wilfred.....Louisiana
Varnedoe, Ella Louise.....Georgia
Walton, Mattie Myreon.....Tennessee

Donegan, Mary.....Tennessee
Dorman, Bessie.....Tennessee
Dorris, Bernice.....Tennessee
Dorris, Lucile.....Tennessee
Drane, Wesley.....Tennessee
Draper, Bessle.....Tennessee
Early, Evelyn.....Tennessee
Ensor, Bertha.....Tennessee
Evans, Frances.....Tennessee
Ewing, Llewellyn.....Tennessee
Fain, Dorothy.....Tennessee
Faw, Kernan.....Tennessee
Fentress, Alline.....Tennessee
Foster, Ruth.....Tennessee
Fry, Dora Mae.....Tennessee
Fry, Josephine.....Tennessee
Fuller, Elizabeth.....Tennessee
Fulton, Mrs. Lucile S.....Tennessee
Geny, Christine E.....Tennessee
Gillespie, Mamie Louise.....Tennessee
Gilmer, Nora.....Virginia
Hall, Eleanor.....Tennessee
Hall, Laura.....Tennessee
Hallock, Mrs. E. D.....Tennessee
Hardwick, Mrs. N. P.....Tennessee
Harrington, Mildred A.....Tennessee
Hayes, Annie Lee.....Tennessee
Hayes, Annie Maye.....Tennessee
Hege, Flora B.....Kansas
Hickman, May Spencer.....Tennessee
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Jennings, Pauline.....Tennessee
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Jones, Catherine.....Tennessee
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Smartt, Mrs. Wm.....Tennessee
Smith, Eudora A.....Tennessee
Smith, Mrs. H. L.....Tennessee
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Turnbull, Julia.....Tennessee
Vaden, Lucille.....Tennessee
Vick, Mrs. E. H.....Tennessee
Wade, Dorothy.....Tennessee
Waller, Martha N.....Tennessee
Warner, Emily.....Tennessee
Watkins, Vivian.....Tennessee
Weakley, Martha.....Tennessee
Webb, Susanna.....Tennessee
Weinstein, Beatrice.....Tennessee
Weinstein, Bernard.....Tennessee
Wells, Jennie.....Tennessee
Westenberger, Kathleen.....Tennessee
Wheeler, Elizabeth.....Tennessee
Wheeler, Nina Lloyd.....Tennessee
Whitsett, Louise.....Tennessee
Whittemore, Mrs. W. M.....Tennessee
Wilkerson, Dorothy.....Tennessee
Williams, Carolyne.....Tennessee
Wilson, Florine E.....Tennessee
Woll, Louise A.....Oklahoma
Woods, Paul.....Tennessee
Woods, Sallie Mai.....Tennessee
Young, Evelyn.....Tennessee
Zander, Reba.....Tennessee

RECAPITULATION

BOARDING STUDENTS BY STATES

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Mississippi	32
Missouri	31
Montana	4
Nebraska	3
New Jersey	1
New Mexico	5
New York	2
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Tennessee	65
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West Virginia	3
Wisconsin	3
Boarding students from thirty-four States and Alaska	540

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Carpenter, Ellen Douglas.....Texas
Clover, Mary Agnes.....Ohio
Davis, Alice Lee.....Kentucky
Davis, Bertiedean.....Tennessee
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Fast, Mary Catherine.....Iowa
Foster, Susan.....Missouri
Gammon, Betty Susan.....Missouri
Garth, Sadie Bell.....Kentucky
Greene, Portia.....California
Hainline, Anna Kathryn.....Illinois
Hoover, Ida S.....Tennessee
Hunt, Mary Aubyn.....Texas
Jarrell, Ada Joe.....Texas
Jarrell, Frances.....Tennessee
Jenkins, Alfreda Mary.....Texas
Johnson, Ophelia Frances.....Texas
Jordan, Emily Kathryn.....Illinois
Landis, Linda.....Tennessee
Lemley, Ruth Mildred.....Ohio
Lowenburg, Henrlette.....Mississippi
Mahoney, Martha Emily.....Tennessee
Matthews, Janet Agatha.....Missouri
McLean, Virginia Ezell.....Tennessee
McMurry, Sara Elizabeth....Tennessee
Moore, Margaret Elizabeth.....Texas
Moore, Vivian.....Illinois
Mundy, Lois.....Georgia
Myers, Bessie.....Kentucky
Neil, Elizabeth Jane.....Tennessee
Palmer, Doris F.....Kentucky
Parker, Allene.....Texas
Parks, Mary Allene.....Tennessee
Peacock, Estelle.....Georgia
Pennewill, Josephine Clarke....Illinois
Pepper, Olive Walton.....Kentucky
Postal, Geneva Alice.....Michigan
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Scott, Ida Winston.....Missouri
Sloan, Elizabeth Kyle.....Arkansas
Spicer, Eunice Martha.....Minnesota
Suppinger, Lillian .....Kentucky
Thackaberry, Alice Lucile.....Illinois
Tippens, Sallye Amanda.....Tennessee
Turner, Elizabeth Stuart.....Arkansas
Wagner, Juanita Eugenia.....Kansas
Waldron, Ruth Allison.....Texas
Walker, Katharine Kenner...Kentucky
Wesson, Obedience Pointer..Mississippi
White, Jennie Davy.....Texas
Wolfe, Adelyn Jane.....Nebraska
Wylie, Ida .....Alabama

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Cameron, Helen Margaret.....Illinois
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Witcraft, Mildred.....Oklahoma

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Magill, Sarah Rankin.....Tennessee
McCrary, Bertine E.....Michigan
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Pennewill, Josephine Clarke....Illinois
Rebman, Mamie.....Alabama
Wolfe, Adelyn Jane.....Nebraska

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Bierschwale, Julia Beck.....Texas
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Mitchell, Hilda Carter.....Texas
Ray, Amelia Nell.....Tennessee
Thomson, Louise Andria.....Alabama
Voss, Eddie Parrollee.....Tennessee

HIGH SCHOOL CERTIFICATE PUPILS

Alkins, Erma Kathleen.....Missouri
Arnald, Winifred.....Montana
Atchison, Emma Morrow.....Tennessee
Berger, Mary Frances.....Arizona

Billingsley, Betty.....Illinois
Caro, Georgia.....Alaska
Gibbs, Cecile.....Texas
Jenkins, Anna May.....Illinois
Johnston, Olive Isbel.....Missouri
Jones, Frances Elizabeth.....Montana
Long, Ruth LaVonia.....Tennessee
Moore, Dorothy Evelyn.....Texas
Sandusky, Mary Morris.....Florida
Skiles, Helen Louise.....Illinois
Trimble, Eunice Mae.....Kentucky
Witherspoon, Ruth E.....Tenneessee
Yeatman, Reba Lee.....Tennessee

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Hopkins, Glenn.....Tennessee
Smith, Roberta.....Tennessee

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Hutton, Violet.....Tennessee
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Shipp, Ruth Sawrie.....Tennessee
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